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ABSTRACT

The Vermont Regional Community College Commission was established to oversee the pre-planning phase of the OEO grant to establish a community college demonstration model. The VRCCC developed a demonstration model of the community college system through 3 regional sites responsible for developing community college operations in Vermont communities. The number of students has steadily increased from 100 during the first trimester to over 700 during the fourth. During the past year, demand has exceeded available courses by nearly two to one. The report includes: (1) history of the commission; (2) goals, accomplishments and highlights of FY1971; (3) VRCCC learning programs and systems; (4) student and teacher support; (5) planning, management and evaluation; (6) staff development; (7) preliminary costs study; and (8) commission plans and funding for FY1972-73. Appendices contain a summary of student statistical data, financial exhibits, cost study exhibits, and lists of VRCCC members, current VRCCC staff and qualifications, courses, teachers and teacher qualifications, locations of regional sites, and VRCCC documents and reports available on request. (KM)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION

ED 077

ANNUAL REPORT

Vermont Regional Community College Commission, Inc.

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JC 730 042

Year Ended June 30, 1972

UNIVERSITY OF CALIF.
LOS ANGELES

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"...concerning the 'reasonable chance' of VRCCC's success, we find their progress to date has removed the question of 'reasonable chance.' VRCCC has accomplished 'what they have set out to do.' The team congratulates them on their progress to date..."

- "Report of the Vermont State Colleges' Visiting Team to the Vermont Regional Community College Commission," (May, 1972) page 12.

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STATE OF VERMONT

VERMONT REGIONAL COMMUNITY COLLEGE COMMISSION

August 21, 1972

The Honorable Deane C. Davis
Governor of Vermont
Office of the Governor
Montpelier, Vermont 05602

Dear Governor Davis:

On behalf of the membership, Board of Trustees, and staff of the Vermont Regional Community College Commission, I am truly pleased to forward this copy of our Annual Report for the 1972, fiscal year.

Contained in its many pages are references to past events, current happenings, and recommendations for the future. I hope you find the information to be of value and interest.

The report will be officially presented at the Annual meeting of the Commission to be held on Monday, 21 August 72, at 10:00 A.M. in Montpelier.

Your willingness to create the Commission by Executive Order is indicative of your continued support of education in Vermont. The encouragement given by you is truly appreciated.

Respectfully Submitted,

Alan

Alan H. Weiss, President
Board of Trustees
V.R.C.C.C.

TABLE OF CONTENTS

I. History of the Commission.....1

II. Goals, Accomplishments, and Highlights of FY/1971 - FY/1972.....5

III. VRCCC Learning Programs and Systems.....10

IV. Student and Teacher Support.....23

V. Planning, Management, and Evaluation.....27

VI. Staff Development.....34

VII. Preliminary Costs Study.....37

VIII. Commission Plans and Funding for FY/1972 - FY/1973.....42

IX. Appendicies:

A. VRCCC Commission Members.....46

B. Current VRCCC Staff and Qualifications.....49

C. Summary of Student Statistical Data.....55

D. Course Lists, Teachers, and Teacher Qualifications.....68

E. Locations of Regional Sites.....92

F. Financial Exhibits.....95

G. Cost Study Exhibits.....99

H. List of VRCCC Documents and Reports Available on Request.....108

Section I

HISTORY OF THE COMMISSION

"Vermont began to experiment with its own community college program in November, 1970.... The record established thus far by the new Vermont Community College program is impressive."

- Dr. Frank Smallwood
"Higher Education in Vermont: Past, Present and Future," (September, 1971) page IV-3.

HISTORY OF THE COMMISSION

The Community College Concept In Vermont Prior To Fall, 1970

In May, 1968, the Vermont Technical Education Commission (VTEC), under the direction of Vermont Commissioner of Education, Harvey Scribner, was funded by a grant from the New England Regional Commission to study the feasibility of an additional state, post-secondary technical college.

In its study, dated December 14, 1968, the VTEC concluded that the establishment of a single technical institution would neither meet statewide needs nor be financially feasible. The VTEC advised that educational opportunities in many broad areas should be available throughout the state in local areas to Vermonters who needed and wanted further education above the secondary and below the baccalaureate level. The Commission recommended the establishment of a Vermont Regional Community College System.

Two years later, in May, 1970, the annual New Careers Conference endorsed the VTEC recommendations, and urged the Office of Economic Opportunity to fund a Community College demonstration model project. In August, 1970, Governor Deane C. Davis issued Executive Order No. 27 creating the Vermont Regional Community College Commission to oversee the pre-planning phase of an OEO grant to establish a Community College demonstration model. Dr. William G. Craig was appointed President of the Commission, and in October, 1970, Mr. Peter P. Smith was appointed Director. Initial staff was appointed in November, 1970. The charge of the Commission and the purpose of the demonstration model project were:

1. To research and demonstrate the feasibility of a non-campus community oriented, academic, skill and professional training program operating within the State of Vermont;

2. to train state level personnel in the effective coordination of education and career programs for the disadvantaged.

The Commission was charged with testing two hypotheses:

1. That education can be taken to the consumer and should meet the expressed needs of the potential student;

2. that many of these educational needs can be met through the utilization and coordination of existing resources.

Developing A College For Vermont Communities
November 1, 1970 - July 30, 1972

VRCCC decided (early in its existence) that, by actually operating in the field during the planning phase of the grant, the potential demand for its educational services could be tested at the same time as the major operational problems of this type of community college system could be solved. In November, 1970, the Commission staff began to design and develop a demonstration model of the Community College system. Regional Offices called "Regional Sites" were established in Washington County in December, 1970; and in the Northeast Kingdom (Essex, Caledonia, and Orleans counties) in the early spring of 1971. Finally, in August, 1971, a third regional site was established in Windham and Windsor counties in Southeastern Vermont.

Each regional site is staffed by a Coordinator, Assistant Coordinator, Counselor, two Counselor Aides, remedial aides, and a secretary. Theirs has been the exceedingly difficult task of developing Community College operations in Vermont communities. In spite of the problems which accompany any new endeavor, the successes of the Community College Teams in the field have been extraordinary. One simple measure of VRCCC achievement is the steadily increasing number of students attending the college, from roughly 100 during the first trimester to over 700 during the fourth trimester. During the past year, demand for VRCCC services by potential students exceeded VRCCC available courses by nearly two to one. During the past eighteen-month-developmental period, the Commission has gone through two basic phases of development. The first phase saw the Commission staff identifying problems and asking questions pertinent to the operation of a non-campus, open-access college in Vermont. By December, 1971, the staff had identified an operating structure which would allow local flexibility while ensuring the delivery of quality educational services to VRCCC students. This structure included the development of curriculum, learning support for teachers and students, management and planning at all levels, internal information systems, and staff training. Some staff turn-over during this phase reflected the challenge which a more clearly defined sense of mission presented.

The second phase included field testing some of the ideas and solutions generated during phase one, evaluating the field experiences, revising operations based on the experience and knowledge accumulated to date, and increasing the professionalization of staff. This phase ended on July 31, 1972.

Thus, when the Community College opens in the Fall, 1972, a trained staff will be operating a field tested model.

A current list of VRCCC staff and their qualifications app ears in Appendix B.

Section II

GOALS, ACCOMPLISHMENTS, AND HIGHLIGHTS OF FY/1971

"What is astonishing is that they have something worthwhile to show in so short a time with a unique adventure."

- Ruth Page, "Report of Page-Gillette Wadhams Committee On Vermont Regional Community College Commission," (July, 1972) page 4.

GOALS, ACCOMPLISHMENTS, AND HIGHLIGHTS OF FY/1971

Goals

In its Annual Report for FY/71, the Vermont Regional Community College Commission set a series of objectives for FY/72 and FY/73. Progress towards achieving these objectives is one way of measuring the Commission's success to date. Below are quoted FY/71 objectives which appeared in the last Annual Report. Each quoted objective is followed by a summary statement of VRCCC achievement towards that objective:

1. "To open a third Regional Site in Windham-Windsor area in Springfield, August, 1971, and to conduct classes in areas of the state not served by a Regional Site office."

   A third regional site opened in Windham and Windsor counties in August, 1971. After one year of operation, the new site served over 350 students. Special Projects enrolled 350 students in areas not covered by Regional Sites.

2. "To serve at least 2000 students by June 30, 1972, of which 1000 students will be in the economically "disadvantaged" category, and who otherwise would have no opportunity for higher education."

   By June 30, 1972, the VRCCC has served over 1000 students, 75% of whom would have no access to higher education without the Commission. Projected maximum capacity of the Commission, operating with three sites, is 1500 students a year. (A summary of student statistical data appears in Appendix C)

3. "To expand considerably the number of course offerings so that a greater portion of the demands for educational programs can be met."

Course offerings have nearly tripled during the past year. During FY/71 VRCCC offered 41 courses as compared with this past FY/72 offering of 114 courses.

4. "To coordinate additional current educational subcontracts of governmental programs (e.g. PSC, New Careers) so that quality education and vocational training is provided at minimum cost."

The VRCCC has coordinated several educational subcontracts with governmental programs including Public Service Careers, New Careers, Head Start, and Adult Basic Education. Commission policy states that the Commission will administer only those contracts which other agencies are incapable of administering. In all cases, the Commission shall be compensated only for services rendered.

5. "To seek and obtain accreditation from the authorized agencies to award the A.A. Degree."

The VRCCC prepared Accreditation papers for the Vermont State Department of Education. By mutual agreement these papers were forwarded to the Provost of the Vermont State Colleges, Dr. Robert S. Babcock, who selected a visiting team of educators to evaluate the VRCCC. The Report of this team strongly endorsed the Community College concept. The result was approval of credit for Community College courses through the Vermont State Colleges.

6. "To conduct a "future financing study" in order to propose alternative methods of future financing for the Community College should the system prove feasible."

The VRCCC has hired a cost analyst in cooperation with the State Department of Education. The analyst is developing a study of VRCCC costs compared to those of other higher education institutions in Vermont.

7. "To develop the planning capability of the Commission in order to more adequately assess student demands, needs, and available resources."

The Administrative staff of the VRCCC has taken an extended course in Planning and Management to develop planning and management capability. The VRCCC has developed an information system for both planning and evaluation, utilizing UVM computer services.

8. "To seek financial support from all public and private sources such as:

a) Individuals and industries in Vermont,

b) foundations,

c) federal sources in light of new legislation currently pending."

The Commission staff has been very successful in identifying old and new federal sources of funding and attracting foundation monies. In June, the Carnegie Foundation of New York awarded the VRCCC $98,880., to expand into new areas of administration.

Accomplishments And Highlights

The past year has been an eventful one for the VRCCC and its staff. As the focus of operations turned inward to "how" will education services be delivered, the sense of a developing institution grew. While the staff dealt with the operational realities in the field, the Commission undertook a systematic review of its activities to date, directions for the future, and policies. One result of these activities was a far tighter organization which attracted strong endorsements from no less than four groups during the year.

- In October, 1971, a joint committee of the UVM and VSC Board chaired by Dr. Frank Smallwood published a report on the history and future needs of Vermont Higher Education. The report included a strong recommendation that the new Community College concept be included in any statewide planning for higher education. The report went on to endorse the College's activities to date and support the philosophy and concept warmly.

- In late May, 1972, the VSC evaluation team chaired by Sister Elizabeth Candon, President of the Vermont Higher Education Council, delivered another positive endorsement after a rigorous, two day visit. Reporting for the majority of the Committee, the Chairman wrote "... we find that their (VRCCC's) progress to date has removed the question of 'reasonable chance' (of success)." In addition, the team endorsed the concepts of 'open access', accountability in educational programs, and coordination of existing resources. Speaking to other educational questions, the team recommended that "VRCCC be permitted to evaluate the appropriateness of 'credit' for courses" and the quality of instructors.

- Shortly after the Candon Committee's report, the Carnegie Foundation of New York City awarded the VRCCC $98,880.00 to expand its operations and strengthen its existing field staff. The grant was awarded following a two day visit by a team from the Foundation. During this visit, all aspects of the Commission's activities were examined and the project received a strong endorsement. In offering the grant, Alan Pifer, President of the Carnegie Foundation, heralded the Commission's potential for higher education at lower costs.

- Finally, during the summer of 1972, a sub-committee of the VSC Board of Trustees was assigned to look into the VRCCC's operations and investigate possible avenues of affiliation between the two institutions. After several meetings, the Committee unanimously recommended that the VRCCC become a part of the Vermont State Colleges, Inc.

These independent, external assessments of the VRCCC's progress to date and potential for the future punctuate the growing acceptance and enthusiasm for the Commission's activities in Vermont.

Section III

LEARNING PROGRAMS AND SYSTEMS

"(From)...the Vermont programs ...has come a new, refreshing approach to education which may well revolutionize higher education in the final third of the 20th century."

- Dr. Benjamin Fine, North American News Alliance press release appearing in The Vermont Sunday News (July 23, 1972).

LEARNING PROGRAMS AND SYSTEMS

Introduction

The VRCCC started by assessing students' educational needs and determining ways to meet them. Therefore, throughout the past year a planned step-by-step approach has been taken toward the development of an Associate Degree Structure which culminated in a presentation of the Structure to the Presidents' Council of the Vermont State College System on July 5, 1972.

For the purpose of this report the Associate Degree Structure and Learning Process is described in the form presented to the President's Council, recognizing that, in fact, the learning needs defined in the report were determined by students.

It is a policy of the Vermont Regional Community College Commission that all adults are eligible for college programs regardless of age, economic status, or prior educational attainment. Thus a tremendous diversity of students, none of whom are the traditional full-time college student, have taken courses.

Most students are Vermonters who have left their formal schooling and are presently employed or want to be employed. Seventy-percent of VRCCC students have informed us that they could not otherwise attend college courses without VRCCC services in their area. The majority of VRCCC students want to increase their job and social skills. The VRCCC,therefore, emphasizes career-oriented programs that are designed to enable the student to learn at his own pace, taking into account skills and experiences he has acquired through life and job experiences.

The VRCCC Curriculum is individualized, allowing the student to identify closely with courses and programs he helps design to meet his needs.

Associate Degree Structure

Education available through Community College is competency based. Students define and progress toward educational goals they themselves define

(Photo by Stephanie Hasse)

with the help of a counselor. The College will award degrees to those students who clearly demonstrate competence in the three major areas outlined below as they relate to the individual student's program of study. To receive an Associate Degree, a student must challenge and meet a minimum of fifteen competencies within the three major areas. For a certificate, eight competencies are required.

While the interrelationships between the three areas are obvious, their distinctive qualities give them each separate value. The competencies offered within each of the three areas will serve two purposes:

1. To stand as competencies to be used by students as guidelines in fulfillment of the above requirements.

2. For use as models so that students may articulate their own competencies with the advice of college staff and faculty.

The three major areas in which the Vermont Regional Community College Commission feels a student must be competent are:

Intellectual Competence

Persons holding an Associate Degree should demonstrate an ability to think and act clearly. This ability can be defined by obtaining competencies such as the following:

1. Communication Skills - oral, written.
2. Critical Skills.
3. Analytical Skills.
4. Methods of Inquiry.
5. Value Clarification.
6. Information Gathering Skills,

Social Competence

Persons holding an Associate Degree should have a critical awareness of themselves in relation to their society. This awareness can be defined by obtaining competencies such as the following:

1. Interaction with the general public and community organizations.
2. Awareness of institutions in the community and their impact on its life.
3. Awareness of the relationship between the community and its history.
4. Understanding the role of the individual in the community.
5. Knowledge of the community and its future.

Physical And Manual Competence

Persons holding an Associate Degree should have an ability to relate to their Community through physical and manual means. This relation can be defined by obtaining competencies such as the following:

1. The ability to apply manual skills sucessfully.
2. The ability to communicate non-verbally and/or creatively.
3. An understanding of man's relationship to his physical environment.
4. The ability to apply learned skills to modify the physical environment.

Career Opportunities

Many VRCCC students pursue programs which lead to specific careers. It is the philosophy of VRCCC to address these students' needs by making available an ever expanding number of curriculum guidelines for the students' use. These guidelines inform the student of skills he or she needs in order to be competent in the area. Students are also informed of various occupations and further educational and career opportunities to which these competencies can lead.

Attainment of appropriate career skills for the individual student results from mastering those skills as competencies within the three major areas of competence.

Certificate Program

To students desiring exit before the A.A. level, a certificate program is available. A certificate is awarded when a student has mastered skills in a given vocational area and has obtained eight VRCCC competencies.

State Advisory Councils

The VRCCC does not plan to have a full-time resident faculty. Therefore, it was decided to form, in order to insure quality curriculum relevent to particular areas of learning, State Advisory Councils to develop program guidelines. The function of each SAC is to define skills

which a person competent in a respective program must possess.

The VRCCC's approach to curriculum development relies on Vermont residents who are known and identified as legitimate authorities in the pertinent curriculum area. By drawing from the total population for SAC members of known and identified capabilities, the Commission endows its curriculum with the best the state has to offer.

The recommendation of the SAC becomes the context or basis for development of the students' individualized program.

The Director of the Vermont Regional Community College Commission makes appointments to the State Advisory Councils for specific curriculum areas, as the need for the development of this curriculum arises. Each SAC includes:

1. Three potential students who may matriculate within that field.

2. Three people actively involved in the teaching of the given curriculum area.

3. Three people practicing in the curricular area, preferably in a non-academic setting.

4. The Vermont Regional Community College Commission Director or his representative.

To date State Advisory Councils have met in the following areas:

Secretarial Services

Counseling

Child Development

Drug Rehabilitation

Public Administration

Teacher Education

Health

Four of the above areas, Child Development, Counseling, Psychiatric Technician, and Education Professions have been combined in a broad based Human Services State Advisory Committee which met in July to help define the Human Services Program. This program was submitted for approval to the Vermont State College Presidents' Council together with the Associate Degree Structure. Approval of the Human Services Program is anticipated by October, 1972.

The second program scheduled for submission to the Presidents' Council and then to the Trustees of the Vermont State Colleges will be an Administrative Services Program.

This program will encompass Secretarial Services, Public Administration, Accounting, and Management Services.

Course Planning And Evaluation Handbook

The Course Planning And Evaluation Handbook was developed to provide a vehicle for the development, approval and evaluation of learning. It describes a process for enhancing communication between student, teacher, and college, which involves clear statements describing the course and what can be expected from completing it.

A team of consultants was organized in Spring, 1971, to help VRCCC prepare the Handbook. Members are:

Mr. Paul Andrews, Administrative Assistant to the Provost of the State Colleges Board.

Dr. Charles Case, (Chairman of the Consulting Team) Assistant Professor, Center of Research & Field Studies, University of Vermont.

Dr. Wayne Fox, Associate Professor, College of Education, University of Vermont.

Dr. Richard Staudt, Director of Planning Services, State Department of Education.

Workshops were conducted in November, 1971, for the training of VRCCC staff in effective use of the Handbook. During winter and spring the Handbook was revised by staff to improve its usefulness. Using the Handbook's course planning process, students with their teachers are able to define their own learning objectives. This course planning process encourages a uniform system while allowing considerable flexibility in the teaching and learning methods used by teachers and students.

The following topics are of significance in the Handbook For Course Planning And Evaluation. They reflect important steps in the development of an innovative yet sound approach to Education.

Credit Or Non-Credit

The Vermont Regional Community College Commission does not give grades for course work. Instead, credit, based upon achievement of specific course requirements, is awarded.

A student may elect to take a course for "credit" or for "non-credit". Opting for credit implies that an evaluation of learning will take place and be recorded on the student's permanent file.

1. Credit

The students are evaluated on the basis of achievement in meeting course requirements which are specified at the beginning of the course during a meeting of the students, teacher, and a VRCCC staff member. The Course requirements are realistic and insure that a high quality educational experience will result.

In determining whether a student has met the requirements of the course, both student and teacher are asked to fill out an evaluation form. The student who meets the requirements will be awarded a "certificate of achievement" which is a written document signed by the teacher and the Regional Site Coordinator certifying that the student has earned credit. Only "certificates of achievement" are placed in the student's file.

At any time during the course, a student may change his option for "credit" to "non-credit" by informing the instructor.

2. Non-Credit

Students taking a course for recreation, curiosity, self-fulfillment or students failing to meet instructional objectives, do not receive credit for the course. However, a "certificate of attendance" is awarded to the student who has met the minimum attendance requirements. This certificate is signed by the teacher and the Regional Site Coordinator, and is placed in the student's file.

At any time during the course, a student may change his option for "non-credit" to "credit" with the permission of the instructor.

3. Determination Of Credit

The amount of credit for a given course is determined by the VRCCC Regional Site Review Committee.

Objectives

An objective should describe what an individual should be able to do at the conclusion of an instructional sequence. As such, objectives should not be confused with a description of the instructional process, or a description of desirable instructor behavior. Objectives are a statement of what the learner will be like after successfully completing the learning experience. They represent the end result of the teaching/learning process, but do not specify that process.

Objectives may be stated with varying degrees of specificity. For our purposes, program and course objectives can be stated in terms that are not directly observable. Instruction objectives, however, must be stated in terms that are directly observable and measurable.

Program Objectives

In many cases, individual courses are developed so that they may be integrated into a larger, more comprehensive program. For instance, a program aimed at developing clerical skills may involve several individual courses, such as Typing I, Advanced Typing II, Bookkeeping, General Office Systems, etc..

Program objectives are specific educational outcomes stated in terms that are not directly observable. Educational outcomes that are not directly observable often represent hypothetical states of the individual at the conclusion of instruction. Descriptions of educational outcomes containing terms like "knows", "appreciates", "feels", "understands", and "values" are not directly observable and must be inferred from other observations. Some examples of educational outcomes are:

1. The student will understand the basic addition facts at the end of the second grade.

2. Each student will know how to read by the time he leaves elementary school.

3. Each student will appreciate the sexual differences in boys and girls and the male and female sexual roles in our society.

4. Each student will learn to value others who may not be exactly like him.

5. The student will develop his own personal philosophy of education.

6. Students will gain a firm grasp of the learning process needed to teach effectively in the classroom.

7. Upon completion of the reading program, students will enjoy reading on their own.

Program objectives should provide a general description of what the student should know and be able to do upon completion of the program. A statement of program objectives allows the student and the instructor to see the relationship among the particular courses which make up a program and the overall objectives of that program. An example of a Program Objective for a Clerical Program:

1. Each student completing the Clerical Program will be able to perform routine clerical duties, operate standard office equipment, and follow general office procedure.

Course Objectives

A course objective is a general description of what the student should know and be able to do upon completion of the course under development. Course objectives should be specified at the same general level as program objectives, defined above. Course objectives should be specific enough so that the student may determine if they are compatible with his own objectives. Examples of Course Objectives for Typing I are:

1. Each student completing the Typing I course will be able to operate a standard electric typewriter at a minimum speed of 30 words per minute.

2. Each student completing the Typing I course will be familiar with the various forms for typing business correspondence.

Instructional Objectives

Instructional objectives describe educational outcomes which are directly observable. An instructional objective describes the final outcome of instruction, states the conditions under which the final performance may be observed, and specifies the criterion by which the final performance may be judged. Instructional objectives are often called "behavioral objectives" because they define the desired outcome in observable terms.

Evaluation: In-process

There are two general types of evaluation which will be used by VRCCC: in-process and end-of-course. In-process evaluation occurs throughout a course while it is still in process. Its intent is to insure communication and feedback between a student and a teacher so that problems may be identified at the earliest time and so that steps can be taken to change or modify those activities causing problems, or at least talk out problems to understand one another's point-of-view. It is intended only for the use of those people directly involved in the course and hence may be formal or informal. It may occur in many different ways, but it must occur.

In-process evaluation has two major purposes, to give information to the student and to the teacher. A prime consideration for student evaluation is that the student receive frequent and pertinent feedback concerning his performance. It is suggested that instructors specify times during the course when formal feedback to the students will occur. Student feedback can take many forms. In some courses, perhaps a conference between the student and instructor will provide necessary feedback. In other courses periodic evaluation of the student's performance may be necessary.

It is recommended that student feedback be an on-going process wherever possible. At a minimum, however, it is suggested that formal feedback be an integral part of each course sponsored by the VRCCC and that the procedures for student evaluation used in a given course be carefully specified in the course description form, indicating when and how it will occur.

The second purpose for in-process evaluation is for teacher feedback. Teacher feedback is information which a teacher may collect to increase his effectiveness and efficiency. Such information may actually be collected from a number of sources, through several methods, and take many forms. Its intent in any case is to improve the teaching- learning process by seeking the student's reaction to the learning experience.

Evaluation: End Of Course

At the end of the course the teacher certifies that the student has met the instructional objectives of the course. This certification is the culmination of a learning experience which:

1. Is based upon stated instructional objectives which reflect course objectives and program objectives determined by the appropriate VRCCC State Advisory Committee.

2. Reflects the use of an In-Process evaluation.

Feedback To The VRCCC

Pertinent feedback must be gathered for purposes of evaluation of the project as a whole. As each course ends both students and teachers are asked to complete a set of forms. Essentially the information gathered falls within the categories below.

1. Feedback from Teachers Re: Students

   a. Participation in class;

   b. interest;

   c. motivation;

   d. use of equipment;

   e. communication skills.

2. Feedback from Teachers Re: Regional Site

   a. Counseling;

   b. staff assistance;

   c. facilities;

   d. materials;

   e. evaluation.

3. Feedback from Teachers Re: VRCCC

   a. Information;

   b. help;

   c. access.

4. Feedback from Students Re: Teachers

   a. Ability;

   b. grasp of material;

   c. ability to relate;

5. Feedback from Students Re: Regional Site & VRCCC

   a. Information: availability, accuracy;

   b. relevent courses;

   c. relevent programs;

   d. counseling;

   e. general support;

   f. help in acquiring materials.

A list of courses offered during the past year appears in Appendix D.

Section IV

STUDENT AND TEACHER SUPPORT

"When I left (class)...I felt as if I finally had started to do something with my life again."

- a VRCCC student enrolled in the Brookside Program (May, 1972).

"All of the class members gave a great deal in our discussions and they were an extremely satisfying group with which to work...From my point of view, it was a very vital learning experience for everyone, including the teacher."

- a VRCCC teacher in a written course evaluation (June, 1972).

STUDENT AND TEACHER SUPPORT

One of the most crucial tasks involved in the operation of an open access, non-campus community college is helping the student to be successful in courses.

Although a clear-cut, highly structured student aid and support system is still being developed, the VRCCC staff already has addressed student aid and support in several ways.

Student Outreach

A student's initial contact with the VRCCC is very important. First knowledge of the VRCCC's learning opportunities can come about through many channels: friends, VRCCC staff or students, Adult Education, high school, agency staff members, employers, the media, etc.. Ideally, initial VRCCC staff contact is best, but impossible for all potential students due to population dispersion and limited manpower factors. However, Regional Sites have designed various strategies to reach target populations which vary significantly in accordance with local resources and needs. Strategies have included mailings, Community Action and other agency referrals, VRCCC speakers to interested groups, and public meetings or picnics organized to introduce a VRCCC Regional Site staff to a community.

Educational Counseling

After a potential student has decided to investigate learning opportunities at VRCCC, the student may be offered educational counseling services. To assist the student in finding his or her educational direction, the counselor must determine what the student wants, what the student needs, and what VRCCC can offer. This can be accomplished by personal or group counseling. When a student needs special help, career information, or wants to design an Associate of Arts Program, he may see a counselor or counselor aide for guidance.

The educational counseling system has been in continual development. Robert Fine, Director of Counseling during FY/72, has

worked with the staff in this area. During the next year a new Director of Staff Development will guide the further training of student support staff. In addition, Regional Sites will be able to engage local training consultants.

Logistical Support

There are many factors, distinct from those directly related to the education process, which present barriers to students. Problems, such as transportation, baby sitters, health, etc., can complicate, perhaps terminate, a student's educational progress. Intensive coordination of local resources and services can often dissolve these barriers. Much coordination already exists and more is being sought.

The VRCCC is constantly looking for new approaches to help provide students with counseling and learning support. For example, in an effort to give intensive and specific support to disadvantaged students, the Central Vermont Regional Site offered the Brookside Program at the Brookside School in Barre. For five Saturdays, beginning in late May, 1972, a group of eighteen students, five teacher-counselors and occasional resource people met to share their knowledge of varied areas of study gravitating around the main theme: "How To Survive If You're Poor". Each Saturday meeting was planned to last for eight hours, but, owing to group enthusiasm, each meeting lasted more than nine hours. Everyone participating was given full opportunity to direct group and individual sessions. The result was very high student motivation, many independent study projects, total student involvement, increased enrollment in traditional courses and elevated student self-confidence. The Brookside Program is an example of a model for providing students more effective counseling and learning support. The Brookside Program was designed and directed by a special consultant during the spring who helped the Washington County Regional Site develop alternative models of student support.

Effective Outreach, Educational Counseling, and Logistical Support are all essential, especially when working with disadvantaged Vermonters. The majority of staff energy and effort in these support areas has been and will continue to be devoted to the disadvantaged student. Such support will, hopefully, bring about a greater bond of trust, a higher level enrollment, and greater achievement in learning.

Teachers And Teacher Support

The VRCCC recruits teachers in response to student demands. Teachers need not be credentialed by degree (though most VRCCC teachers

are impressively credentialed), but must be able to prove competence in their field. A list of teachers by courses taught in the past year appears in Appendix D.

The VRCCC recognizes its obligation to select teachers carefully, and to support them in a variety of ways.

In a learning delivery system like the VRCCC it is sometimes assumed that assigning a VRCCC staff member to the "job" of "helping teachers" is enough to ensure that teachers are helped. Often, however, such constraints as geographic spread, time pressure, and personal preference result in uneven staff coverage, frustrated teachers, and limited learning. So the VRCCC views the process of helping teachers as a whole system of related functions rather than a single "job". This way, although a particular person in each site is ultimately responsible, teacher support needs can be shared among staff members and can use scarce resources more sensibly.

The chief purpose of the teacher support system is to help teachers help students learn better. The teacher support staff has identified three broad phases of the system: pre-service, in-service, and post-service activities.

Pre-service functions include recruitment of prospective teachers, assessment of qualifications, hiring, orientation, assigning classroom space, and class scheduling.

In-service activities start when the teacher begins to plan a course in detail. These include professional consulting, training, and providing information on materials and resources. Consultation involves planning meetings with teachers to set course objectives, mid-course evaluation, and final evaluation procedures. Training may utilize staff people, outside consultants, or simply the teachers themselves.

Post-service functions, aimed at learning from the teachers' experiences and providing a link to the next trimester, include methods of evaluating teacher effectiveness and procedures for evaluating or changing the entire teacher support system.

Section V

PLANNING, MANAGEMENT, AND EVALUATION

"The members of the team concurred in endorsing the concept of VRCCC which embraces the ability to devise stategies for meeting the needs of Vermont's population not served by the other higher educational institutions in the state."

- "Report of the Vermont State Colleges' Visiting Team to the Vermont Regional Community College Commission," (May,1972) page 2.

PLANNING, MANAGEMENT, AND EVALUATION

Description Of The VRCCC Organization And Administration

The Board of Trustees of the VRCCC has, "... the control and the general management of the affairs and the business of the corporation". The President of the Corporation, with the approval of the trustees, where appropriate, has the power to appoint and remove Commission staff, execute contracts and agreements in the name of the corporation, and to properly keep the books in accordance with the laws of Vermont.

The Board of Trustees appoints a chief administrative officer or "Director" to conduct the affairs of the Commission. The Director appoints Commission staff.

Beginning in November, 1970, the Commission staff began to design and develop an organizational and administrative model for the VRCCC in the Central Office in Montpelier, and Regional Offices called "Regional Sites" in three different administrative regions of the State. In addition, the VRCCC operates programs in selected areas of the State which are not staffed full-time by VRCCC Regional Sites.

The Regional Sites have been established in the following regions, further identified by counties and towns in which offices are located:

1. Northeast Kingdom
    a. St. Johnsbury
    b. Hardwick
    c. Barton
    d. Newport

(Photo by Stephanie Hasse)

2. Washington-Lamoille
   a. Barre
   b. Montpelier
   c. Johnson
3. Windsor-Windham
   a. Springfield
   b. Bellows Falls
   c. Windsor
   d. Brattleboro

Appendix E provides addresses of the offices, as well as a map of the geographic location of the offices.

The VRCCC has attempted to develop an organizational model which balances its two main objectives: 1) field office responsiveness to local needs and conditions and, 2) centralized sharing of resources, expertise, experiences, and grant and Commission obligations and policies. VRCCC efforts to balance these dual objectives have evolved into a division of labor and a de-centralized relationship between Regional Sites and the Central Office along the following lines:

1. The Central Office is responsible for overall administration of Commission policies.

2. The Central Office is responsible for overall institutional growth, funding, and the gaining of acceptance and support from Vermont higher education decision-makers.

3. The Central Office provides general guidelines for planning, educational programming, and evaluation to Regional Sites.

4. The Central Office provides general technical assistance to Regional Sites.

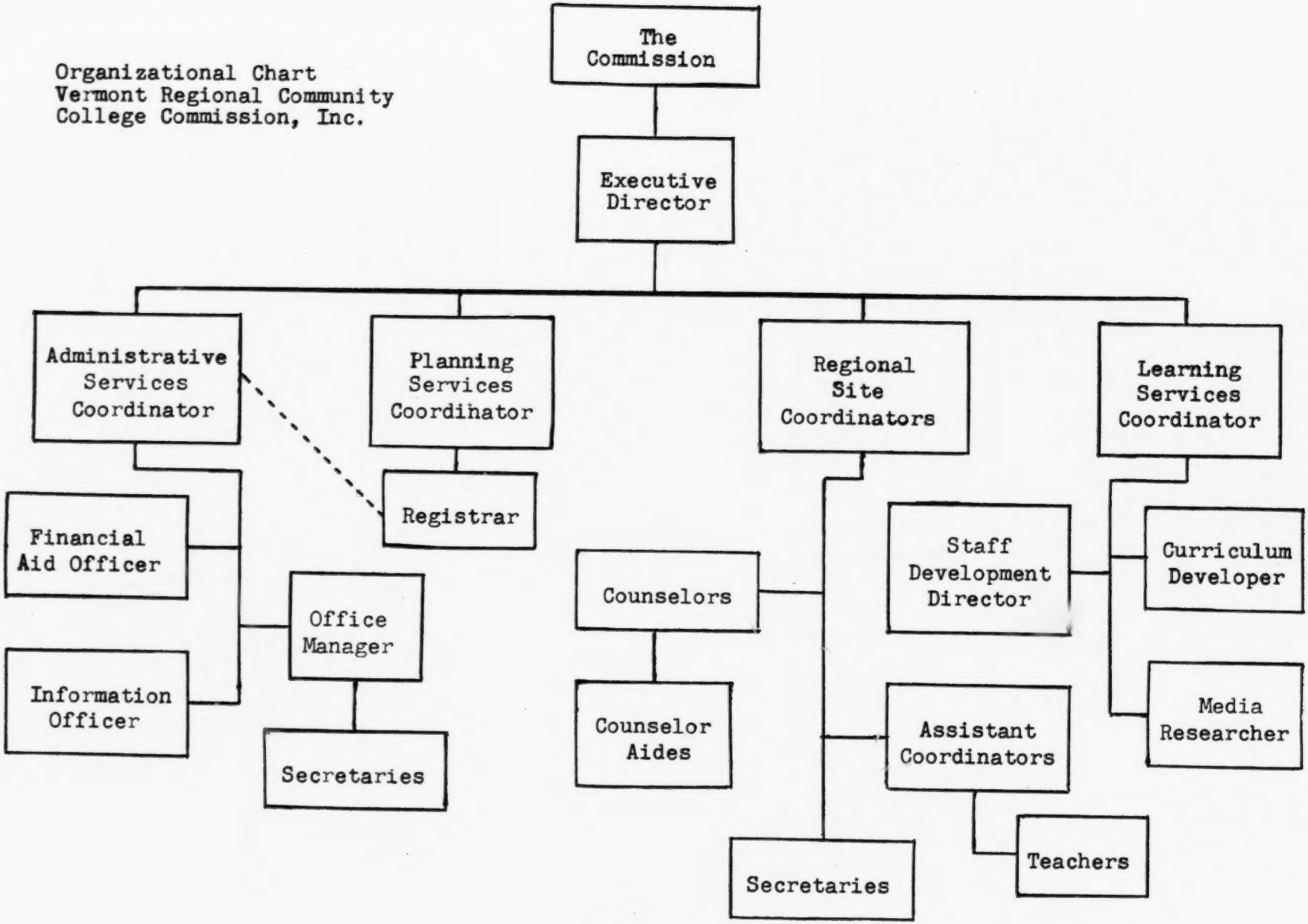
5. The Regional Sites serve as the administrative and operational focal point for the development and implementation of VRCCC educational programs.

6. Regional Sites have the responsibility for planning their own operations in their local areas including: 1) selection of student target population priorities, 2) outreach system, 3) student and teacher support system, and 4) management plan.

7. Regional Sites hire and fire staff with approval of the Director.

This special division of labor and de-centralized administration model depends on well trained, highly capable Regional Site managers. The development of effective Regional Site managers has been of prime importance to the VRCCC, and a weekly training program in planning, management, and organization development continued since April for VRCCC managers both in the Regional Sites and in the Central Office. The University of Vermont provides graduate credit for the course which is taught by VRCCC's Coordinator of Planning Services.

Organizational Chart
Vermont Regional Community
College Commission, Inc.



In order to follow through on VRCCC emphasis on improving both Regional Site managerial and educational ability, the VRCCC began, in April, 1972, to shift the assignment of some special consultants away from the Central Office to the Regional Sites where they are accountable directly to the Site Coordinator rather than the Central Office. This is to encourage both development of expertise at the Regional Site level where it will have more impact on operations affecting students, and to improve the meaningfulness of the contribution which consultants with special skills can make to the VRCCC where it counts the most — in the field.

Support and assistance have been made available during the past year through in-service training, workshops, staff meetings, information reports and inter-site committees, consultants, and State Advisory Councils. Support and technical assistance include the following services:

1. Counseling
2. Planning
3. Educational Program Development
4. Business Management
5. Management Information Systems
6. Management Training
7. Teacher Support Development

In addition, the Central Office under the aegis of a Special Projects Team both manages special educational projects which operate in areas outside of existing Regional Sites, and co-ordinates State-wide programs under contract with outside agencies. During the past year, VRCCC sought only a minimum number of outside contracts and special projects in order to devote more of its energies to the task of developing its internal operating system.

The VRCCC has developed a staffing pattern which attempts to serve both the special functions of each office, and the special relationships between each office. During the past year the Central Office operated under a Director, Co-ordinator of Learning Services, Co-ordinator of Planning Services, Co-ordinator of Counseling Services, Registrar, Office Manager, and Co-ordinator of Administrative Services, part-time consultants in specific technical areas, and a secretarial staff.

During the next year the Central Office staff will add the following new positions:

1. Financial Aid Officer - To research develop, and administer a program of financial aid to include exploration of both Federal ("Pell Bill"), and State (Vermont Student Assistance Corporation) student aid resources.

2. Educational Program Director - To co-ordinate the development of Associate of Arts Degree programs.

3. Staff Development Director - To design and implement staff development and training programs for the VRCCC counselors and counselor aides.

4. Cost Benefit Analyst - To study comparative costs between the VRCCC and other State public higher education services.

5. Media Co-ordinator - To research and develop utilization of various techniques of instructional media. This position may be filled at the Regional Site level.

Organizational Planning

During the past year, the planning of the VRCCC organizational objectives and operations has been a major function of VRCCC managers and staff both in the Central Office and in the Regional Sites. Given VRCCC's scarce resources, its mandate to co-ordinate existing resources, its educational philosophy of open access and responsiveness to student demands, and its special responsibility to low-income students, the VRCCC must engage in vigorous planning which will help it translate these Commission constraints and policies into specific objectives and into strategies for achieving these objectives.

The major thrust of the planning during the past year has been in the Regional Sites. With the help of the Co-ordinator of Planning Services, all Regional Site Co-ordinators have developed "systems" planning capability and follow a set of Planning Guidelines which have been designed and written as a result of the initial VRCCC planning efforts in the field in coordination with the Co-ordinator of Planning Services.

Regional Site Co-ordinators, using both the Guidelines and a planning Information System, choose specific geographic locations in which to operate, student target populations for outreach, enrollment and counseling emphasis, educational program priorities, and design strategies for achieving these chosen objectives.

Continued development of the planning process will be emphasized during the next year, as well as the further development of the planning Information System. Current Regional Site plans are available on request from the Central Office.

Organizational Evaluation

The VRCCC wants to know what it is doing. Hence, evaluation during operations and at the end of each trimester has been another major function of VRCCC managers.

Just as the process of evaluation of courses, teachers, and students is an integral part of the educational system, so is the evaluation process an integral part of the management and planning system.

The primary tool of evaluation of VRCCC organizational goals is its information system. The VRCCC has developed and continues to develop a process for comparing its achievement with its planned objectives. Information is gathered by Regional Sites in the form of data collected by staff or on questionnaires given to students and teachers. A computer helps the Registrar tabulate and organize the data which is then distributed to the Regional Sites.

Organizational evaluation data enables VRCCC staff to evaluate progress towards achieving: 1) social objectives (ie, student target populations), 2) administrative services to students, and 3) administrative services to teachers.

Evaluation will continue to be an important function of the VRCCC, and the development of improved evaluation methods will be an on-going activity.

The State Colleges Board's Visiting Team wrote the following about the VRCCC evaluation efforts and information collection systems:

> "The team compliments the VRCCC staff on its evaluation of their own endeavors, those of their regional workers, their learners, and learning experiences they provide. The team encourages the continuation of this highly systematic, continuous and thorough evaluation. The system of data collection far exceeds in thoroughness systems at many institutions of higher education." "Candon Report-page 6

Section VI

STAFF DEVELOPMENT

"We were impressed by the dedicated professionalism of the VRCCC staff and recommend that VSC show confidence in them by permitting VRCCC to evaluate the appropriateness of 'credit' for courses which VRCCC offers without having to seek VSC approval."

- "Report of the Vermont State Colleges' Visiting Team to the Vermont Regional Community College Commission," (May, 1972) page 5.

STAFF DEVELOPMENT

Despite the success of the past year, the VRCCC staff members have openly expressed a need for further training in order to carry out their jobs more effectively and efficiently. These training needs vary greatly with the individuals and job functions they perform. Counselors have asked for training in educational counseling, managers want to know more management techniques and theory, and educational delivery staff have asked for training in methods and theory.

To date, there has been very little staff training. One two-day workshop on "Writing Course Objectives", a brief series of workshops on how to use the VRCCC Associate of Arts Degree Structure with students, a Planning and Management Class, accredited by the University of Vermont's Graduate Education Department, and a series of workshops and discussions at the various Sites have met some needs, but only a few.

In response to this problem, the VRCCC and Adult Education jointly hired Mr. Carl English in July to act as Staff Development Team Leader. Mr. English has been meeting with both staffs to pinpoint training needs and examine regional resources available for filling them.

Both the VRCCC and Adult Education have joined the Vermont Staff Development Cooperative, an agency headed by Dr. Kenneth Hood, to coordinate the talent and materials of several higher education facilities and school districts exclusively for staff up-grading. Mr. English is the VRCCC representative to the Cooperative and is presently examining ways in which the Cooperative and the VRCCC can mutually help each other in Staff Development.

The extensive use of para-professionals on the staff points to the necessity of a well designed staff development program. Careful attention is being given to skills they need to acquire for occupational fulfillment.

In addition, the VRCCC has made available funds to its Regional staffs for the purpose of hiring local consultants to help with the local training of staffs. For example, in the second half of the last Fiscal Year, the Northeast Kingdom Regional Site hired, locally, a highly qualified consultant to help develop a Teacher

Support System. The consultant helped train that staff and the Teacher Support staff of the other Sites in various strategies of teacher support.

The task of developing a sensitive, multi-skilled staff is large and difficult, but, in view of past achievements, hardly insurmountable. With a state-wide grid of pertinent resources, which Mr. English is presently investigating, careful planning to allow flexibility but maintain quality, and staff cooperation and enthusiasm, the VRCCC expects to make considerable progress in the training and development of its staff in FY/73.

Section VII

PRELIMINARY COSTS STUDY

"the financial 'evidence' overwhelmingly supports VRCCC as a viable method for significantly extending the higher education horizon in Vermont."

- A. Richard Boera, "Report of the Vermont State Colleges' Visiting Team to the Vermont Regional Community College Commission," (May, 1972) page 10.

PRELIMINARY COSTS STUDY

The following report updates and expands the financial report by A. Richard Boera in the "Candon Report*" by utilizing information and more refined policies previously unavailable. A similar format was used to facilitate review and comparison but I take full credit for errors or omissions. Also included is a tentative research design for a cost benefit analysis on which I will be working this year.

I. Current Costs

The Student-Course Cost Curve (See Exhibit 2, Appendix G) includes the following:

1. One-third of the supportive costs, and personnel service of operating the VRCCC state office in Montpelier. Three regional sites are now "on the map". The special projects team, which services some students in the areas without regional sites, is included in the figure for supportive costs and personnel services. It was not separated from the costs of servicing our site students since it is anticipated that special projects will be an on-going supportive device. Space rental and consultant costs are included. The State is currently providing without charge, "in-kind" services to the extent of telephone and xerox duplicating.

2. Budgeted cost of operating a Regional Site with full complement designed to serve approximately 500 enrollees per trimester. The paid staff for a site includes nine or more individuals with assistant coordinators and counselor aides added to accommodate expanded enrollment or geographical dispersion of area offices. The costs do not include any assignment of cash values to "in-kind" services provided by community or other state agencies. A key financial aspect of this program is that it plans to operate with the expectation of having such facilities as classroom and office space, utilities, duplicating and audio visual services, furniture, library materials, etc. provided on a "share-without-charge" basis. The terms of the OEO grant,

* This report is available upon request.

under which the program initially operates, preclude payments to instructors.

The abscissa of the graph, for purposes of comparing per capita costs with Vermont State Colleges costs, should be read on the basis of opening enrollment statistics even though the VRCCC expresses emphasis (more meaningfully) upon an achievement basis in terms of successfully completed courses. The historical attrition rate experienced to date is relatively low... 10% - 15%.

Noting the FY/72 - FY/73 budget proposal (See Exhibit 1, Appendix G) and the Student Course Cost Curve (See Exhibit 2, Appendix G), the curve asymptotically approaches $60 as a per capita student course cost per trimester. With site enrollment at the previously stated level of 500 enrollees, $89 is the per capita cost which shall be related to VSC costs for the traditional campus operation.

a. The trimester is a 15 week period.

b. Courses run one period for 3 hours per week. Courses on the average are 4 credits and a student taking one course each trimester would thus earn 12 credits for the year.

c. The per capita cost of $89 times 3 (trimesters) would thus generate 12/24 or 1/2 FTE (VSC full-time equivalent student).

1/2 FTE = $267

1 FTE = $534

d. The average per capita cost (for a full-time equivalent student) currently budgeted for FY/72 - FY/73 at the four-year VSC Colleges is $1,860 (including Board Office Costs allocated).

e. The above computation indicates that the VSC/VRCCC per capita cost ratio is approximately 3.5:1. The total absence of capital construction and capital equipment requirements, with the attendant burden of their debt service costs obviously create the advantage. With the aspiration rate accelerating under the open access/geographical availability concept, the ratio is more likely to be even more dramatic.

II. Future Projections

Reexamining the Student-Course Cost Curve (See Exhibit 2, Appendix G).

1. The State will be billing the VRCCC for "in-kind" services currently provided without charge to the Central Office. These telephone and xeroxing and duplicating charges would add $3.00 to the cost curve. ($1,000 per month x 12 months x 1/3 (allocation to site) x 1/3 (trimester allocation) ÷ 450 students enrolled at a site.) The more significant addition is teachers' salaries and would add a $22.50 per student-course increment to the curve. (i.e. $225 per teacher per course for an average group of ten students.)

2. The cost projection for the next fiscal year would thus total $115.00 per student-course per trimester. This $115 does not take into account salary adjustments which will probably take place. Noting Exhibit 3, Appendix G, the cost will probably rise to $126. To arrive at the VSC/VRCCC per capita cost ratio the VSC $1,860 cost was retained since other information is not available. The cost will probably be higher, making the ratio more favorable.

   1/2 FTE = $126 x 3 = $378

   1 FTE = $756

3. Looking ahead, the VSC/VRCCC per capita ratio will not likely drop below a 2.5:1 ratio. With enrollments at the regional sites climbing to an optimum level of 1000 students, and only assistant coordinators, counselors and counselor aides being added to provide the essential support services, the ratio is more likely to rise above 3.5:1.

III. Discussion

In addition to the preceding numerical evidence there are some additional advantages. Mr. Paul Andrews' estimates in the "Smallwood Report*" were $14,000,00 to build the academic facilities (exclusive of dormitories) for one new State College campus of 900 to 1200 students by 1980. For VRCCC the start up cost would be a half capacity regional site for one year. (6 months planning, 3 months at 250 students and 3 months at full capacity of 500 students; thus 750/1500 or half capacity.) The FY/73 - FY/74 projected regional site costs for 500 students are $78,698 (See Exhibit 3, Appendix G), which adjusted to 1980 dollars (assuming a 6% inflation rate) is

$111,277 ($78,698 x 1.419). Assuming for illustration that to serve 900-1200 students would cost twice as much (which is very high) or $223,000, then the year at half capacity would create a start up cost of $111,500. In effect the special projects team in the Montpelier Office, which is part of the Montpelier personnel costs of Exhibit 3, Appendix G, is working in areas which have no regional sites and this effort will aid the transition and probably decrease the start up cost of a new site. In conclusion the $114,500 to $14,000,000 start up cost advantage of VRCCC is significant.

Noting the projected peak in high school graduates in the "Smallwood Report," the comparative shut down cost should also be considered. VRCCC shutdown cost for a regional site is negligible. All that is involved is moving records to the home office and possibly aiding staff relocation. On the other hand a traditional state institution would involve significant increases in the per student costs as the enrollment decreased. The magnitude of this problem is more obvious if we recognize that Vermont tuition costs are already higher than other New England institutions. (Note: Smallwood Table 2.5, p. II, 14). Consider for illustration purposes, the projected cost at VSC for FY/72 - FY/73 of $1860 for an average, per four year college, enrollment of 1100 students. The total cost is $2,046,000 (1100 x 1860). If enrollment drops to 900 students, costs jump by 22%.

Section VIII

COMMISSION PLANS AND FUNDING FOR FY/1972 - FY/1973

"Through the effective use of existing human and physical resources, VRCCC hopes to demonstrate its ability to provide post-secondary education at a greatly reduced per pupil expenditure. In a time of spiraling educational costs, this could be a significant achievement."

- Alan Pifer, president of the Carnegie Corporation of New York in a press release from the Carnegie Corporation (June 23, 1972).

COMMISSION PLANS AND FUNDING

FOR FY/1972 - FY/1973

VRCCC Finances And Funding

The institution operates fiscally under the OEO Regulations for Grantees; specifically, Directive #6805 "Grantee Budgeting and Funds Control", #6806 "Grantee Accounting", #6807 "Grantee Financial Reporting", and #6808 "Grantee Auditing". An Assistant Treasurer, who also serves as Business Manager, conducts the financial and business operation of the institution under the direction of the Treasurer, who is a member of the Board of Trustees.

At this point, the institution is funded primarily by OEO Grant #1073, which provides $496,268 Federal and $55,840 non-Federal funds. About one half was spent during the first year. (See Exhibit 2 Appendix F) One of the purposes of the grant is to research the availability of funds for community college type programs in the State. At present contracts for educational and training services made with various agencies (eg. New Careers, Vista, PSC, RTO, ABE, etc.) have generated and will continue to generate additional funds for the VRCCC. A summary of receipts and disbursements is attached. (See Exhibit 3 Appendix F)

The VRCCC also receives many in-kind services: classroom and office space, teaching services, technical advice, and other forms of valuable cooperation. For the first year this amounts to about $65,000 including contributions from other Federally funded sources.

The VRCCC is also exploring various foundation sources for funds in order to finance new courses and programs. The Carnegie Foundation has granted $98,880 to finance four new administrative positions.

The Assistant Treasurer and Director have developed a balanced budget for the grant funds. Special projects are budgeted when contracts are made. All bills properly approved by the Director or Model Site Coordinators are paid monthly with grant funds supplied by letter of credit through the Boston Federal Reserve Bank to the local checking account. Monthly statements and budget studies are prepared by the Business Manager for presentation at the monthly Commission Meeting and Quarterly Reports to OEO in Washington.

A preliminary audit survey was made after the first three months by Briggs, Keyes & Company, of Burlington, Vermont. Annual audits will be made by this firm and Federal OEO auditors.

The VRCCC Goals For FY/73

The Commission's goals for the upcoming year necessarily reflect the continuing organizational and conceptual development begun in the past two years:

1. To consolidate and strengthen operations in the three existing Regional Sites.

2. To serve either 500 students in each Regional Site or 1000 student/course units (students in courses) per site. Totals for the year should show the equivalent of 1500 students or 3000 student course units served by the VRCCC.

3. To develop for approval, Educational Programs for VRCCC students.

4. To seek formal affiliation with the Vermont State Colleges Board, Inc.

5. To research and complete a cost-benefit analysis of different forms of higher education in Vermont.

6. To attain reliable, on-going financial sources for future VRCCC operations.

7. To complete the study and evaluation of the VRCCC demonstration project for the Office of Economic Opportunity.

8. To research and develop a financial aid program.

9. To research and develop the use of media as an instructional resource.

10. To implement a comprehensive staff development program for the education of adults in Vermont.

11. To achieve cooperative working relationships with existing human, programmatic and physical resources.

12. To continue emphasizing the need for the coordination of education programs for adults throughout Vermont, such as Manpower, ABE, and the VRCCC.

13. To develop a set of alternative growth models for the future of the VRCCC.

A summary report of each Regional Site Plan is available on request.

APPENDIX A

VERMONT REGIONAL COMMUNITY COLLEGE COMMISSION MEMBERS

COMMISSION OFFICERS

Mr. Alan Weiss
President of the Board of Trustees
Superintendent, Montpelier Schools

Mr. Lloyd LaGrow
Vice President of the Board of Trustees
Executive Director, Champlain Valley Work
and Training Programs

Honorable Lee M. Davis
Treasurer of the Board of Trustees
Springfield Representative, Vermont
State Legislature

Dr. Gerald A. Donovan
Clerk of the Board of Trustees
Acting Dean, College of Agriculture and Home Economics
University of Vermont

COMMISSION MEMBERS

Mr. Thomas C. Davis
Public Affairs Center, Dartmouth College,
Hanover, New Hampshire

Mr. Robert Eaton
Area Supervisor, Champlain Valley Work and Trainin
Programs, Burlington, Vermont

Mr. Paul Garatoni, Jr.
Teacher aide, Bennington - Rutland Opportunity Council

Mrs. Ida Gravelle
New Careerist
Librarian, Thomas Lawton Middle School
Essex Junction, Vermont

Mr. Thomas Hahn
Director, Orleans County Council of Social Agencies

Mrs. Betsey Johnson
New Careerist
Housewife, Essex Junction, Vermont

Mrs. Helene Maxham
New Careerist
Vocational Rehabilitation
110 Spring Street
Winooski, Vermont

Miss Carolyn McCullough
South Eastern Vermont Community Action Council

Mrs. Marjory Moore
New Careerist
Orleans County Council of Social Agencies

Mr. John Simonds
Commissioner, Department of Personnel
State of Vermont

Mrs. Marion Taylor
Chairman, Vermont State Board of Education
Administrator of the Prospect School
Bennington, Vermont

Mr. Robert Vail
Director, Teacher and Continuing Education
State Department of Education

Mr. Richard Wadhams
Trustee, Vermont State Colleges
Vice President and Treasurer, Lake Champlain
Transportation Company

Mr. Duane Wells
Representative, Central Vermont Community Action Council
G.E.P.F.E., Goddard College, Plainfield, Vermont

APPENDIX B

CURRENT VRCCC STAFF AND QUALIFICATIONS

Central Office

Chater, John - Learning Services Coordinator:

B.A., Goddard College; Director, Barton Parent Child Center; Project Director, Community Action In-service Training Program; Organizer, Central Vermont Community Action Council; Community Developer, Highlander Research and Education Center.

English, Carl - Staff Development Team Leader:

B.A., University of Washington, M.A., Brown University; Graduate student, University of Illinois and University of Washington; Teacher, Mwanza, Tanzania, East Africa; Royalton College, Haile Selassie I University, Addis Ababa, Ethiopia; Rutland High School.

Fine, Robert - Staff Development Consultant:

B.A., Boston University; M.A., University of Chicago; M.S., Yeshiva University; Ph.D. work at New York University. Teacher, C.C.N.Y., Manhattan Community College, State University of New York at Purchase, Manhattanville College, New York University. Associate Professor, Johnson State College.

Freeman, Irene - Registrar:

Montpelier High School; Administrative Assistant, Work and Training Programs: New Careers, Neighborhood Youth Corps, Mainstream, and Senior Citizens Services.

Gerstenblatt, Louise - Health Consultant:

Registered Nurse, Beth Israel Hospital, New York City.

Hanna, Dorothea - Administrative Services Coordinator:

Ph.B., University of Vermont; M.B.A., New York University; Foreign Department, Federal Reserve Bank of New York; Trustee, Vermont Symphony Orchestra Association, Vermont Conservatory of Music, Overlake Day School and the Mountain School; Trustee and President of the Board, Burlington Visiting Nurses Association and Mary Fletcher Hospital Auxiliary; Trustee and Treasurer, Josephine S. Baird Childrens Center; Financial Secretary, Berkshire County Day School; Business Manager and Treasurer, Stowe School, Inc..

Hochschild, Steven - Planning Services Coordinator:

B.A., Columbia University; M.A.T., Washington University; Ed.D., Harvard University; Teacher, John Burroughs School, Sumner High School; St. Louis Metropolitan Social Studies Curriculum Developer; Research and Evaluation, Foreign Aid Programs in Africa and India; Educational consulting, various public institutions and foundations.

Holden, John - Administrative Consultant:

S.B., Harvard University; Ed.M., Harvard University; Ed.D., Columbia Univeristy; Teacher, Kentucky, Massachusetts, and Vermont; Superintendent of Schools, Caledonia Supervisory Union; Middlebury College and Genesco State Teachers College; Vermont Commissioner of Education; Project Director, New England Regional Educational Laboratory; Vice President, Educational Development Center, Newton, Massachusetts.

Houston, Deborah - Secretary:

B.A., Ithaca College; Secretary, U.S. Congressional Committee.

Huntington, Norene - Office Manager:

M.D.T.A. Secretarial School; Secretary and Community Aide, Central Vermont Community Action Council; Library Aide Vermont State Library; Secretary, Adjutant General's Office; Secretary, District Naval Recruiting Office, Secretary, State Purchasing Division.

Parker, Charles A. - Cost Benefit Analyst:
(on loan from Vermont Department of Education)

B.S., Castleton State College; M.B.A., University of Florida; Contract cost estimater, General Electric Company; Teacher, University of Florida.

Peterson, Patricia - Assistant to the Director:

B.A., Stanford University; Managing Editor, Handweaver & Craftsman; Administrative Aide to Norman Cousins, Saturday Review.

Smith, Peter - Executive Director:

B.A., Princeton University; M.A.T., Harvard University; Assistant to the Commissioner of Education; Director, Montpelier Educational Facility; Composer of D.U.O. Program.

Sweet, Cathie - Secretary:

Montpelier High School; Clerk and office work, Vermont State Motor Vehicle Department, Montpelier High School and Vermont State Department of Vocational Education.

Vecchitto, Dan - Information Officer:

B.A., St. Michael's College; News staff, Washington Post; Public Relations Aide, St. Michaels College; Teacher, Edmunds Junior High School.

Watts, Susan - Special Projects Consultant:

B.A., Russell Sage College; University of Vermont; E.P.D.A. teacher certification; Education Coordinator and Counselor, New Careers; Counselor, Neighborhood Youth Corp.

Central Vermont Regional Site

Chickering, Joanne - Research Consultant:

M.A., University of Vermont; Ph.D., Union Graduate School; Teacher and Educational Program Developer, Goddard College.

Cloud, Jon - Assistant Coordinator, Lamoille County:

B.A., Castleton State College; M.Ed., University of Vermont; Teacher, Colchester Elementary and Junior High School

Keast, Emily - Secretary:

B.A., Cornell University; M.A.T., University of Vermont; Teacher, Lycee Francois Couperin, Fontainebleau, France; Teacher Corp, Alburg, Westford, East Montpelier; Editorial Assistant, Harper's Magazine; assistant to the comptroller, Aeneid Equities, Inc., New York.

Parker, Charles F. - Regional Site Coordinator:

B.A., St. Lawrence University; Intensive Teacher Training Program, St. Johnsbury; Teacher, Harwood Union High School.

Shults, Carol - Remediation Aide:

Harwood Union High School; New Careers Program.

Turcotte, Marilyn - Remediation Aide:

Goddard College, University of Wisconsin; Teacher, Peace Corps, Peru; New Careers Program.

Walker, Margery - Assistant Coordinator, Washington County:

B.A., Stanford University; M.A., University of Vermont; Teacher, Goddard College, Twinfield High School; Chairman, Vermont P.T.A.'s International Relations Committee; Co-Director, American Friend's Service's Urban Development Committee, Lima, Peru; Co-Director, Earlham College work camp, Berea, Kentucky.

Northeast Kingdom Regional Site

Chicoine, Lorene - Counselor Aide:

Orleans High School; New Careers Program.

Daloz, Larry - Teacher Support Consultant:

B.A., Williams College; M.A.T., Ed.D., Harvard University; Community Development Organizer, Peace Corps, Nepal; Title III Project consultant; Curriculum Consultant, West Virginia; Teacher, Konaweanea High School, Kealakekuakona, Hawaii; Educational Planner, Papua, New Guinea.

Garon, Peter - Regional Site Coordinator:

B.A., Middlebury College; M.A.T., Antoich-Putney Graduate School; Director, Operation Mainstream; Director, Barton Parent Child Center, University of Vermont Daycare and Home Enrichment Program.

Holland, Nancy - Counselor:

A.B., Boston University; W.I.N. coach; Head Teacher, O.C.C.S.A. Daycare Center.

Lonegren, Sigfrid - Assistant Coordinator:

B.A., Middlebury College; Teacher, Hazen Union High School, Lamoille Union High School.

Lumbra, Nancy - Secretary:

St. Johnsbury Academy; Secretary, Maine Central Institute, Liberty Mutual Insurance, Goldberg Automotives.

Southeast Vermont Regional Site

Clark, Charlene - Counselor Aide:

University of Vermont Extension Service Family Center, Windham; Volunteer worker, Headstart.

Daker, Marcia - Counselor Aide:

Bennington College; W.I.N. program; group worker; Brattleboro Retreat.

Dawson, Carmen - Counselor:

B.A., Goddard College; Endicott Junior College; University of Vermont; Keene State College; G.E.P.F.E., Goddard College; Career Development Coordinator and Counselor, Manpower Work and Training Programs; Employment Counselor, Alan Personnel; Administrative Secretary, Office Manager, Assistant to Survey Director, University of Vermont Regional Medical Program.

Hammar, Geraldine - Area Coordinator, Windsor - Springfield:

G.E.P.F.E., Goddard College; University of Massachusetts; Nashua Business College; Secretary, Year Round Headstart, Nashua, New Hampshire; Consultant, Headstart Summer Cluster Workshops and V.O.L.T., S.E.V.C.A..

McAuliffe, Gerald - Counselor Aide:

Goddard College, Castleton State College.

Redmond, Michael - Area Coordinator, Bellows Falls:

Coast Guard; Restaurant owner.

Turner, John - Assistant Coordinator:

B.A., University of Dubuque; M.A.T., Antioch-Putney; Teacher, Leland and Gray High School, South Carolina rural school system, the Phillipines.

Yahn, Thomas - Regional Site Coordinator:

B.A., Dartmouth College; M.A., New York University; Principal Community Developer, Environmental Protection Administration, New York City; Educational Director, University of the Streets; Associate Director, Community Development Agency United Puerto Rican Movement; Caseworker, Yorkville Welfare Center.

APPENDIX C

SUMMARY OF STUDENT STATISTICAL DATA

EDUCATIONAL, ECONOMIC, & PERSONAL BACKGROUND DATA

OF

VRCCC SPRING TRIMESTER STUDENTS

The Vermont Regional Community College Commission has recently completed compiling data collected by questionaires from its students during this past spring trimester. Students responded to a number of questions having to do with certain aspects of their educational, economic, and personal background.

The objective of the data collection was to provide information on (1) how close we came to achieving our pre-determined objectives for student outreach and recruitment, and (2) a general descriptive profile of who our students were during the Spring.

Questionaires were distributed to each student. The total number of students enrolled was about 750. We received a total of 637 completed or partially completed questionaires. This represents an 85% response to our questionaires.

Additional analysis indicates that the data collected is accurate enough to provide us with the helpful information that we required for our purposes.

Our full print-out of data is rather extensive, with 50 categories of information and over 128 separate charts and tables. The data is broken down by regions of the State in which we operate as well as by individual staff in some categories. In this Report we have included only a representative set of tables by regional totals. A list of Tables follows:

List of Tables:

A. "Previous Educational Attainment"

B. "Previous Educational Attainment By Family Income"

C. "Reasons For Attending VRCCC"

D. "Degree Program Enrollments"

E. "Students Employment Status"

F. "Students Employed Part-time Or Full-time"

G. "Family Income"

H. "Family Size By Family Income"

I. "Distance Traveled To Class By Family Income"

J. "VRCCC Students By Age Groups"

We will be pleased to provide additional data on request.

A

PREVIOUS EDUCATIONAL ATTAINMENT

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
Primary School Drop-outs	0	.0	0	.0	0	.0	0	.0	0	.0
Primary School Graduate	3	.5	1	2.2	1	.4	0	.0	1	3.3
Currently Enrolled in H.S.	28	4.4	5	10.9	8	3.1	12	4.0	3	10.0
High School Drop-out	100	15.7	9	19.6	46	17.8	42	14.0	3	10.0
High School Graduate	263	41.4	17	37.0	110	42.6	128	42.5	8	26.7
Completed 2 Years College	199	31.3	9	19.6	81	31.4	99	32.9	10	33.3
Completed 4 Years College	34	5.4	4	8.7	11	4.3	18	6.0	1	3.3
Attended Graduate School	3	.5	0	.0	0	.0	0	.0	3	10.0
Vocational Training	0	.0	0	.0	0	.0	0	.0	0	.0
No Response	5	.8	1	2.2	1	.4	2	.7	1	3.3

B

PREVIOUS EDUCATIONAL ATTAINMENT BY FAMILY INCOME

	0000 - 2499		2500 - 5000		5001 - 7449		7500 - 8999		Over 9000		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
rimary School Drop-outs	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
rimary School Graduate	1	.8	0	.0	1	.5	1	.6	0	.0	0	.0
urrently Enrolled in H.S.	4	3.4	5	2.7	4	1.9	1	.6	6	1.5	8	4.4
igh School Drop-out	10	8.5	12	6.5	13	6.1	8	5.0	32	7.8	25	13.7
igh School Graduate	16	13.6	48	25.8	45	21.2	38	23.7	82	19.9	34	18.7
ompleted 2 Years College	24	20.3	22	11.8	38	17.9	26	16.2	72	17.5	17	9.3
ompleted 4 Years College	3	2.5	3	1.6	4	1.9	6	3.7	14	3.4	4	2.2
tended Graduate School	1	.8	2	1.1	0	.0	0	.0	0	.0	0	.0
ocational Training	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
Response	0	.0	1	.5	1	.5	0	.0	0	.0	3	1.6

C

REASONS FOR ATTENDING VRCCC

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
Learn Employable Skills	129	20.3	15	32.6	59	22.9	51	16.9	4	13.3
Learn Upgrade Job Skills	158	24.9	14	30.4	59	22.9	76	25.2	9	30.0
Obtain Degree	87	13.7	3	6.5	42	16.3	40	13.3	2	6.7
Personal Enrichment	223	35.1	13	28.3	87	33.7	112	37.2	11	36.7
Other Reason	32	5.0	1	2.2	9	3.5	20	6.6	2	6.7
No Response	6	.9	0	.0	2	.8	2	.7	2	6.7

D

DEGREE PROGRAM ENROLLMENTS

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
Secretary Skills	28	4.4	2	4.3	21	8.1	5	1.7	0	.0
Child Development	30	4.7	3	6.5	5	1.9	21	7.0	1	3.3
Counseling	21	3.3	3	6.5	7	2.7	11	3.7	0	.0
Teacher Education	26	4.1	3	6.5	2	.8	20	6.6	1	3.3
Public Administration	3	.5	0	.0	3	1.2	0	.0	0	.0
Drug Rehabilitation	1	.2	0	.0	0	.0	0	.0	1	3.3
Health Careers	6	.9	0	.0	2	.8	4	1.3	0	.0
Environmental Studies	1	.2	0	.0	1	.4	0	.0	0	.0
Business Administration	7	1.1	1	2.2	5	1.9	1	.3	0	.0
General Studies	37	5.8	1	2.2	12	4.7	23	7.6	1	3.3
Total Degree Enrollees	160	25.2	13	28.3	58	22.5	85	28.2	4	13.3

E

STUDENT EMPLOYMENT STATUS

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
Currently Employed	435	68.5	30	65.2	189	73.3	195	64.8	21	70.0
Not Employed	198	30.4	16	34.8	68	26.4	101	33.6	8	26.7
No Response	7	1.1	0	.0	1	.4	5	1.7	1	3.3

F

STUDENTS EMPLOYMENT:PART-TIME OR FULL-TIME

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
Full-time	301	.7	25	83.3	136	72.0	124	63.6	16	76.2
Part-time	118	.3	5	16.7	45	23.8	65	33.3	3	14.3
Self-employed	13	.0	0	.0	6	3.2	5	2.6	2	9.5
No Response	3	.0	0	.0	2	1.1	1	.5	0	.0

G

FAMILY INCOME

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
0000 - 2499	59	9.3	7	15.2	21	8.1	23	7.6	8	26.7
2500 - 5000	93	14.6	13	28.3	32	12.4	44	14.6	4	13.3
5001 - 7449	106	16.7	9	19.6	52	20.2	36	12.0	9	30.0
7500 - 8999	80	12.6	5	10.9	31	12.0	44	14.6	0	.0
Over 9000	206	32.4	6	13.0	95	36.8	103	34.2	2	6.7
No Response	91	14.3	6	13.0	27	10.5	51	16.9	7	23.3

H

FAMILY SIZE BY FAMILY INCOME

	0000 - 2499		2500 - 5000		5001 - 7449		7500 - 8999		Over 9000		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
0	31	21.2	9	9.7	11	10.4	1	1.2	4	1.9	0	.0
1	25	17.1	16	17.2	19	17.9	9	11.2	9	4.4	2	50.0
2	23	15.8	19	20.4	11	10.4	10	12.5	40	19.4	0	.0
3	15	10.3	13	14.0	11	10.4	13	16.2	23	11.2	1	25.0
4	18	12.3	7	7.5	16	15.1	21	26.2	42	20.4	0	.0
5	9	6.2	10	10.8	14	13.2	8	10.0	26	12.6	1	25.0
6	17	11.6	6	6.5	9	8.5	10	12.5	26	12.6	0	.0
7+	8	5.5	13	14.0	15	14.2	8	10.0	36	17.5	0	.0

I

DISTANCE TRAVELED TO CLASS BY FAMILY INCOME

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
1 Mile	93	14.6	7	.0	29	.0	57	.0	0	.0
2 Miles	76	12.0	3	.0	18	.0	55	.0	0	.0
3 Miles	48	7.6	1	.0	14	.0	33	.0	0	.0
6-10 Miles	56	8.8	1	.0	18	.0	36	.0	1	.0
10-20 Miles	152	23.9	15	.0	90	.0	46	.0	1	.0
20-30 Miles	109	17.2	6	.0	61	.0	39	.0	3	.0
30+ Miles	35	5.5	1	.0	12	.0	18	.0	4	.0
No Response	66	10.4	12	.0	16	.0	17	.0	21	.0

J

VTCCC STUDENTS BY AGE GROUPS

	Total		Northeast Kingdom		Washington County		Windham & Windsor		Special Projects	
	#	%	#	%	#	%	#	%	#	%
Under 21	124	19.5	10	21.7	52	20.2	56	18.6	6	20.0
21-24	111	17.5	4	8.7	45	17.4	50	16.6	12	40.0
25-34	160	25.2	10	21.7	64	24.8	82	27.2	4	13.3
35-44	126	19.8	12	26.1	56	21.7	53	17.6	5	16.7
45-54	69	10.9	6	13.0	25	9.7	35	11.6	3	10.0
55-64	24	3.8	1	2.2	7	2.7	16	5.3	0	.0
Over 65	7	1.1	1	2.2	1	.4	5	1.7	0	.0
No Response	14	2.2	2	4.3	8	3.1	4	1.3	0	.0

APPENDIX D

COURSE LISTS, TEACHERS, AND TEACHER QUALIFICATIONS

Central Vermont Regional Site

Autumn - Winter Trimester, 1971

Course Title	# of Credits	Teacher	Students Completed
Advanced Photography	4	John Mahoney, B.A., Goddard College Teacher, Goddard College	2
Art Therapy	3	Beatrice Fitch, Goddard College Art teacher, Elementary Schools and Waterbury State Hospital	7
Child Development and Psychology	3	Kipton Tewksbury, A.B., Antioch College Teacher, emotionally disturbed, Daycare	5
Counseling	3	Jane Lesch, B.A., Goddard College Former counselor, VRCCC	9
Counseling Lab I	2	Robert Mattuck, B.A., M.A., University of Cambridge Teacher, Goddard College Psychology Department	5
Law and the Individual	3	Charles Martin, B.A., Norwich University, L.L.B., Dickison Law School Clerk, Vermont Supreme Court	15
Principles of Accounting	3	Robert Casey B.A., Brown University; M.B.A., Rutgers University Associate Comptroller National Life Insurance Company	16
Typing for Feel and Accuracy	3	Irene Freeman Montpelier High School Registrar, VRCCC	11

Course Title	# of Credits	Teacher	Students Completed
Vermont History	3	Peter Smith, B.A., Princeton University; M.A.T., Harvard University Executive Director, VRCCC	5

Central Vermont Regional Site

Winter - Spring Trimester, 1972

Course Title	# of Credits	Teacher	Students Completed
ABC Stenoscript	6	Marilou Franklin, Goddard College, Professional Secretary	in progress
Advanced Placement	3	Bruce Stone, B.A., University of Florida; M.A., University of Wisconsin English Teacher, Union 32 High School Former 2 year and 4 Year College Teacher	9
Advanced Typing and Secretarial Skills	3	Margo Gordon, Montpelier High School 7 years of varied business education	9
Advanced Typing, Office Skills, Procedures and Etiquette	3	Sharyl Wilkinson, Vermont College Administrative Secretary, Vermont State Department of Personnel	10
Basic Accounting, Concepts of Partnerships, Corporations and Costs	3	Margaret Sanguinetti B.A., University of Vermont Accounting Department of Social Welfare Dept.	in progress
Basic Psychology and Human Relations	3	G. Richard Eisele B.A., University of Connecticut; M.Ed., University of Vermont; Guidance Counselor Waterbury Elementary School	in progress
Beginning Photography	3	Cyrella Mozenter Brooks, B.F.A., M.F.A., Pratt Institute; Extensive teaching experience	2

Course Title	# of Credits	Teacher	Students Completed
Beginning Shorthand	3	Patricia Chant, B.S., S.U.N.Y., Albany High School and Post-Secondary Business Teacher	7
Bookkeeping and Family Budgeting	3	Bill Jackson, B.S., Wharton School of Finance and Commerce, University of Pennsylvania Connecticut Mutual Life Insurance Company	8
Brookside Program	3-6	Ellen Cole, A.B., Boston University; Ed.M., Harvard University Teacher, Goddard College Polly Bisson, Goddard College Social Services Worker Central Vermont Community Action Council Cleyton Tewksbury, University of California at San Diego Former Counselor Aide, VRCCC Kipton Tewksbury, A.B., Antoich College Teacher, emotionally disturbed, Daycare Joanne Chickering, B.A., Simmons College; M.A., University of Vermont; Ph.D., Union Graduate School Teacher, Goddard College Consultant, VRCCC Jon Cloud B.A., Castleton State College M.A., University of Vermont Assistant Coordinator, VRCCC	14

Course Title	# of Credits	Teacher	Students Completed
Business Law as it Relates to the Individual	3	Bruce Bjornlund, B.A., Middlebury College; J.D., Boston University Law School Deputy Commissioner, Vermont State Department of Personnel	4
Child Development I - The Child from Conception through the Sixth year	3	Anita Landa, B.A., Bennington College; M.S., Bank Street Extensive and varied work experience and education in Psychology and Education Kipton Tewksbury, A.B., Antioch College Teacher, emotionally disturbed, Daycare	12
Civil and Legal Rights of the Individual	3	Peter Sidel; B.A., University of Vermont L.L.B., Boston College Attorney, Vermont Legal Aide; Teacher, University of Vermont	7
Classroom Management	3	Miriam Conlon, Consulting teacher intern Washington Northeast Supervisory Union	2
Conversational Spanish	3	Jane Osgathorp, B.S., Southern Illinois University; M.A., University of Texas; two years in Mexico	4
Counseling in an Educational Setting	6	Joanne Chickering B.A., Simmons College; M.A., University of Vermont; Ph.D., Union Graduate School Teacher, Goddard College Consultant, VRCCC	9
Daycare Movement	6	Beth Allen, B.A., Waynesburg College Counselor, New Careers; extensive Daycare work	in progress

Course Title	# of Credits	Teacher	Students Completed
Environmental Overview	3	Nancy Hutchinson, B.A., University of Vermont Vermont Natural Resources Council	4
Expository Writing	3	Jeff Danzigger, B.A., University of Denver English Teacher, Union 32 High School	27
Gospel and Apocalypse	3	Jack Thomas, B.A., Pomona College; M.A., Claremont Graduate School; Psychotherapist; Teacher, Goddard, other colleges and high schools Director, Goddard Institute of Anthroposophical Studies	5
Health Service	3	Ellen Pitkin, B.S., Tufts University; M.Ed., University of Vermont Registered Occupational Therapist	4
Introduction to General Principles of Management	3	Kenneth Winters, B.S., M.B.A., University of Maine Director, Home Training Office, National Life Insurance Company	5
Introduction to Statistics	3	Walter Higgins, M.B.A., New York University; Associate Professor of Business Administration, St. Michael's College	7
Introductory Typing	undetermined	Norene Huntington, Montpelier High School Office Manager, VRCCC	in progress
On-the-Job Training	3	Peter Heffron, Goddard College Teacher, Hardwick, Stowe School, Montessori School in India	3

Course Title	# of Credits	Teacher	Students Completed
Personnel Management	3	John Simonds, B.A., University of Vermont Commissioner, Vermont Department of Personnel	7
Principles of Accounting	3	Robert Casey, B.A., Brown University; M.B.A., Rutgers University Associate Comptroller National Life Insurance Company	16
Remedial Reading	3	Ruby Hicks, B.S., East Tennessee State University; M.S., Clemson University Director of the Reading Laboratory, Vermont College	1
Self in Relation to Others	3	Sheila Jon Pritchard, B.A., Goddard; Graduate School; Psychology Teacher, South Africa, Germany, England and U.S.A.	11
Sewing for Individualized Needs	3	Judy DeForge, Extensive Sewing Experience	1
Shorthand I	3	Jeanne Brink, Extensive secretarial, clerk, stenographer work experience	6
Spain: Language and Culture	30	Jane Osgathorp, B.S., Southern Illinois University; M.A., University of Texas Two years in Mexico	1
Teacher Aides in the Schools	3	B.A., Goddard College Coordinator, Washington Northeast Supervisory Union	10

Course Title	# of Credits	Teacher	Students Completed
Teaching Practicum	3	Charles Parker, B.A., St. Lawrence University Coordinator, VRCCC	in progress
Timber Operations and Wildlife	3	Robert Hoffman, B.S., Michigan State University Municipal Forester, Vermont Department of Forests and Parks	in progress
Town Government	3	Roland Dubay, B.A., University of Maine Town Manager, Montpelier	3
Typing for Feel and Accuracy	3	Irene Freeman, Montpelier High School Registrar, VRCCC	7
Water Chemistry	3	Richard Cambio, B.S., University of Rhode Island; M.S., University of Connecticut Analytical Engineer, United Aircraft	1
Workshop in the New Electronic Media	3	Barbara Eniti, B.A., Goddard College; M.L.S.S., Syracuse University Director, Goddard Learning Aids Center	in progress
You and Your Child	3	Mary Ellen Spencer, B.S., Temple University; M.A., Columbia University Teacher's College	5

Northeast Kingdom Regional Site

Autumn - Winter Trimester, 1971

Course Title	# of Credits	Teacher	Students Completed
Art of Listening	2	Robert Vorhees B.A., University of Delaware; Director, Correctional Center, Extensive Academic and Professional Experience in Corrections	12
Basic Leather Tooling	0	Diane Bullis Extensive Experience in Leatherwork; Teacher, Stephan Indian Mission	5
Basic Psychology	3	Bruce Scotten Lyndon State College Advanced Psychology Student	8
Child Development	3	Marge Cristie B.A., M.A., Tufts University Teacher, Goddard College	7
Conversational French	3	Heloise O'Brien French Teacher, Canaan High School	12
Early Childhood Education	2	Jetta Smith Goddard College; University of Massachusetts; Consultant, National Office of Child Development	8
English	2	James Keeney B.A., M.A., University of Wisconsin; Former VRCCC Staff Member	4
Family in the Community	2	Paulette Hartrick B.A., Vassar College; M.A., University of Chicago; Former Coordinator, 4-C	7
Introduction to Literature and Composition	2	Howard Mosher M.A., Cornell University Extensive Experience in Teaching English on many Levels	3

Course Title	# of Credits	Teacher	Students Completed
Self-awareness and Sensitivity to Children	2	Mary Ellen Spencer B.S., Temple University; M.A., Columbia University Teacher's College; Former Trainer, Office of Child Development	11
Typing	0	Marion Eaton B.S., Boston University; M.A., Middlebury College; Business Teacher, Lyndon Institute	5
Vermont's Changing Scene	0	John Chater B.A., Goddard College Coordinator of Learning Services, VRCCC	12

Northeast Kingdom Regional Site

Winter - Spring Trimester, 1972

Course Title	# of Credits	Teacher	Students Completed
Authentic Approach to Pre-School Education	2	Arthur Leaker B.A., Baldwin College; M.A., Queens College; Director, Cross Mountain Kinderschool	10
Basic Carpentry	0	Merrill Guyette Mida Certificate; Extensive Experience in Carpentry, Cabinetwork and Arts and Crafts	1
Driver's Education	0	Robert Creaser Driver Education Teacher Danville High School	in progress
Income Tax	0	Peter Garon B.A., Middlebury College; M.A.T., Antioch-Putney Graduate School; Coordinator, VRCCC Nancy Holland A.B., Boston University; Counselor, VRCCC	6
Family: Parents and Children	2	Arthur Leaker B.A., Baldwin College; M.A., Queens College; Director, Cross Mountain Kinderschool	9
Growth Toward the Responsible Man	2	Arthur Leaker B.A. Baldwin College; M.A., Queens College; Director, Cross Mountain Kinderschool	16
Guitar	2	Hugh Magbie Goddard College Extensive Experience in Music and Education; Former VRCC Staff Member	3

Course Title	# of Credits	Teacher	Students Completed
Introduction to Office Machinery	1	Nancy Lumbra St. Johnsbury Academy Secretary, VRCCC	3
Introductory Jewelry and Silver	2	Sammy Hedger Art Teacher, Lake Region High School	8
Psychology of the Family	3	Peter Floyd B.A., University of New Hampshire; S.T.M., Berkley Divinity School; S.T.M., Boston School of Theology; Episcopal Minister	6
Small Appliance Repair	1	Allen Deroscher Community College Northeast Kingdom Planning Board	in progress
Typing I	0	Marion Eaton B.S., Boston University; M.A., Middlebury College Business Teacher, Lyndon Institute	7

Southeastern Vermont Regional Site

Autumn - Winter Trimester, 1971

Course Title	# of Credits	Teacher	Students Completed
American History	3	Mark Kennedy, B.S., S.U.N.Y., New Paltz High School Teacher Graduate Work in History and Education	2
Art and Design	1	Robert Doubenspeck, B.A., Illinois University, Weselyan University, M.A., Fine Arts, Yale University	6
Automobile Mechanics for Women	2	Leo Greenwood, Service Station Owner and Mechanic	5
Black History	3	Elizabeth McCaughey, B.A., University of Illinois at Chicago Circle	2
Creative Writing Workshop	2	Charles Miller, M.A., University of Iowa's Creative Writer's Workshop	1
Effective Communication: Philosophy and Methods	2	Earl S. Gardener, A.B., University of Pennsylvania; M.A., Emory University Extensive Teaching, Business, and Academic Experience	1
Family Problems	3	Monica Porter, B.A., Sweet Briar College Director, University of Vermont Extension Service, Windsor Family Center	4

Course Title	# of Credits	Teacher	Students Completed
5-C Pre-Service Training, Experience and Observation	2	Joyce Strom, Training Consultant, Early Childhood Education	11
General Psychology	3	James P. O'Donnell, B.S., Suffolk University; M.S.W., Simmons College Coordinator, Family and Child Guidance Services	19
Human Relations Seminar	3	Wallace Pelton, A.B., Lycoming College; M.Ed., Lehigh University Counselor, Family and Child Guidance Services	15
Introduction to Social and Cultural Anthropology from Primitive Man to Present	3	Judith Reynolds, B.A., Graduate Work in Anthropology, Northeastern University	2
Teacher Aide Training	12	Joan B. Blake, Supervisor, Pre- and Paraprofessional Training Program The Prospect School	1
What Philosophy is All About	3	Betty Dirosse, B.A., Molloy College; M.A., Queens College Graduate Work in Philosophy; Former Director of Women's Affairs, Molloy College	3

Southeastern Vermont Regional Site

Winter - Spring Trimester, 1972

Course Title	# of Credits	Teacher	Students Completed
Automobile Mechanics for Women	2	Leo Greenwood, Service Station Owner and Mechanic	5
Basics of Knitting, Crocheting, and Stitching	0	June White, B.A., Chicago Art Institute Teacher	1
Behavior of a Child From Birth to 5 Years Old	3	Robert DeVoid, B.S., B.A., Boston College; M.Ed., Keene State College Director, Pre-School Education for Handicapped Children	11
Conversational French	3	Mouldi Hadje, Student/Teacher, School for International Training	4
Counseling the Adolescent	3	Lee Hammond, A.B., Bard College; M.A.T., Antioch-Putney Graduate School Guidance Counselor, Leland and Gray High School	in progress
Counselor-in-Training	to be determined	John Carr, Counselor, Vocational Rehabilitation	in progress
Deerfield Valley Teacher Aide Program	1-5	Joan Griffith, Elementary Teacher Jane Kantrow, Elementary Teacher Nancy Dorsey, Elementary Teacher	5

Course Title	# of Credits	Teacher	Students Completed
		Joe Handley, Elementary Teacher	
		Casey Murrow, Elementary Teacher	
		Tom Foster, Elementary Teacher	
English and American Literature	3	Francis Roberts, B.Ed., Keene State College	6
English Composition	3	Ellen Yahn, B.A., George Washington University Graduate Work in Writing; Publicity Assistant, Coward-McCann Publishing Company	6
Family Problems	3	Teri Lamb, B.A., Radcliffe College Social Worker, Family and Child Guidance Services	2
Group Dynamics	3	Wallace Pelton, A.B., Lycoming College; M.Ed., Lehigh University Counselor, Family and Child Guidance Services	13
Human Relations and Communication	3	Monica Porter, B.A., Sweet Briar College Director, University of Vermont Extension Service, Windsor Family Center	4
Introduction to Elementary Education	3	Gerry Hammar, Goddard College Area Supervisor, VRCCC	35
		Tom Yahn, B.A., Dartmouth College; M.A., New York University Coordinator, VRCCC	
		Semah Unterman, Principal	

Course Title	# of Credits	Teacher	Students Completed
		Kelly Miller, Teacher Carol Allison, Teacher Louise Barnes, Reading Director Betty Keely, Elementary Guidance Counselor Loretta Bergen, Vermont Association for the Crippled Arlene Adams, President, Vermont Association for Children with Learning Disabilities Maggie Sterns Department of Mental Retardation	
Introduction to Guitar Music and Theory	2	Ruth Bushway, Extensive Experience As a Professional Guitarist and Teacher	12
Introduction to Psychology As A Way Of Understanding People	3	Alan Willard, Specialist, WIN Program	6
Introduction to Sociology	3	Michael Beaudoin, B.S., University of Maine; M.A., American University School of International Studies Director, Southeastern Vermont Community Action Council, Extensive Academic and Field Experience in Sociology	13

Course Title	# of Credits	Teacher	Students Completed
Introduction to Spanish	3	Pam Morgan, B.A., Smith College Spanish Teacher Lyndon Institute	8
Studies in Nutrition	0	Dorothy Bent, Extension Service Pauline Perron, Veterans Hospital Frances Sumner, Veterans Hospital Margery Vaugh, Vermont Dairy Council Eileen Brogan, Extension Service Dorothy Peabody, Extension Service	
Supervisory Skills	3	Carmen Dawson, B.A., Goddard College Counselor, VRCCC	4
Town Government	3	Gardener Benson, Town Manager Springfield	6
Typing for Feel and Accuracy	3	Bee Beaudoin, Education Director Work and Training Programs Neighborhood Youth Corps	6

Special Projects

Autumn - Winter Trimester, 1971

Course Title	# of Credits	Teacher	Students Completed
Brandon			
Counseling: The Nature of Man	2	Lee Marasco B.A., R.P.I.; M.A., University of Bridgeport; Personnel Director, Brandon Training School	1
Rutland			
Creative Art	3	Anita O'Mally B.F.A., University of Buffalo; Art Teacher, Headstart, Elementary Schools	3
Bennington			
Tutoring High School	3	Greg Guma B.S., Syracuse University Director, Neighborhood Youth Corps	1
Bethel and Augusta, Maine (All Vermont Students)			
Rural Housing Problems	12	Robert Engler B.A., M.A. University of Notre Dame; M.C.D., Massachusetts Institute of Technology Planner, Justin and Gray Associates and Housing Specialists	5
Various Parts of Lamiolle County, Winooski and Barre			
Civil Defense	3	Norman Wheeler B.S., Worchester State College; M.A. Worchester State College; Coordinator, Civil Defense Education, State Department Of Education	14

Special Projects

Winter - Spring Trimester, 1972

Course Title	# of Credits	Teacher	Students Completed
Burlington			
Drug Rehabilitation II	6	Dr. Edward McAllister B.S., Dartmouth College; Ph.D., Cornell University; Director, Lakeside Rehabilitation Center	13
Bennington			
Analysis and Utilization of Community Resources	4	Greg Winterhalter M.A., Pratt University; Community Aide, Bennington-Rutland Opportunity Council John Peterman B.A., University of Wisconsin Trainer and County Developer, Bennington-Rutland Opportunity Council Greg Guma B.S., Syracuse University; Director, Neighborhood Youth Corps Sandy Morse B.S., L.S.U.; M.A., Temple University; Field Supervisor, Bennington-Rutland Opportunity Council Larry Stevens Bennington-Rutland Opportunity Council Alcoholism Program Marie Sylvis Community Organizer David Schwartz Attorney David Putter B.S., Beloit; J.D., Syracuse University; Attorney	10

Course Title	# of Credits	Teacher	Students Completed
Basic Psychology for Everyday Life	3	Roberta Sperling B.A., City College of New York, Extensive Teaching Experience	15
Basic Early Child Growth and Development	3	Eileen S. Dick R.N., Elliot Community Hospital; Keene State College; Holyoke Community College; Director, Headstart	
Chelsea			
Internship Program	12	Rev. Ezra Alden Pickup B.A., McGill University; Masters in Divinity, Berkley Divinity School; Yale; Director, Brookhaven School for Boys	5
Rutland			
Foundations of Welfare Law	3	Zander Rubin B.A., Cornell University; Law Degree, Columbia Law School; Attorney, Vermont Legal Aid	23
Tutoring High School in Basic Skills	(to be determined)	Brian Hambridge Area Supervisor, Work and Training Programs	1
Basic Techniques in Public Speaking	3	Tom Wylie A.A.S., Mohawk Valley Community College; B.A., S.U.N.Y. at Buffalo; County Developer, Bennington-Rutland Opportunity Council	7
Survey in Pre-School Programming	3	Margie March A.A., LaSalle Junior College; Director, Zion Episcopal Pre-School	2

Special Projects

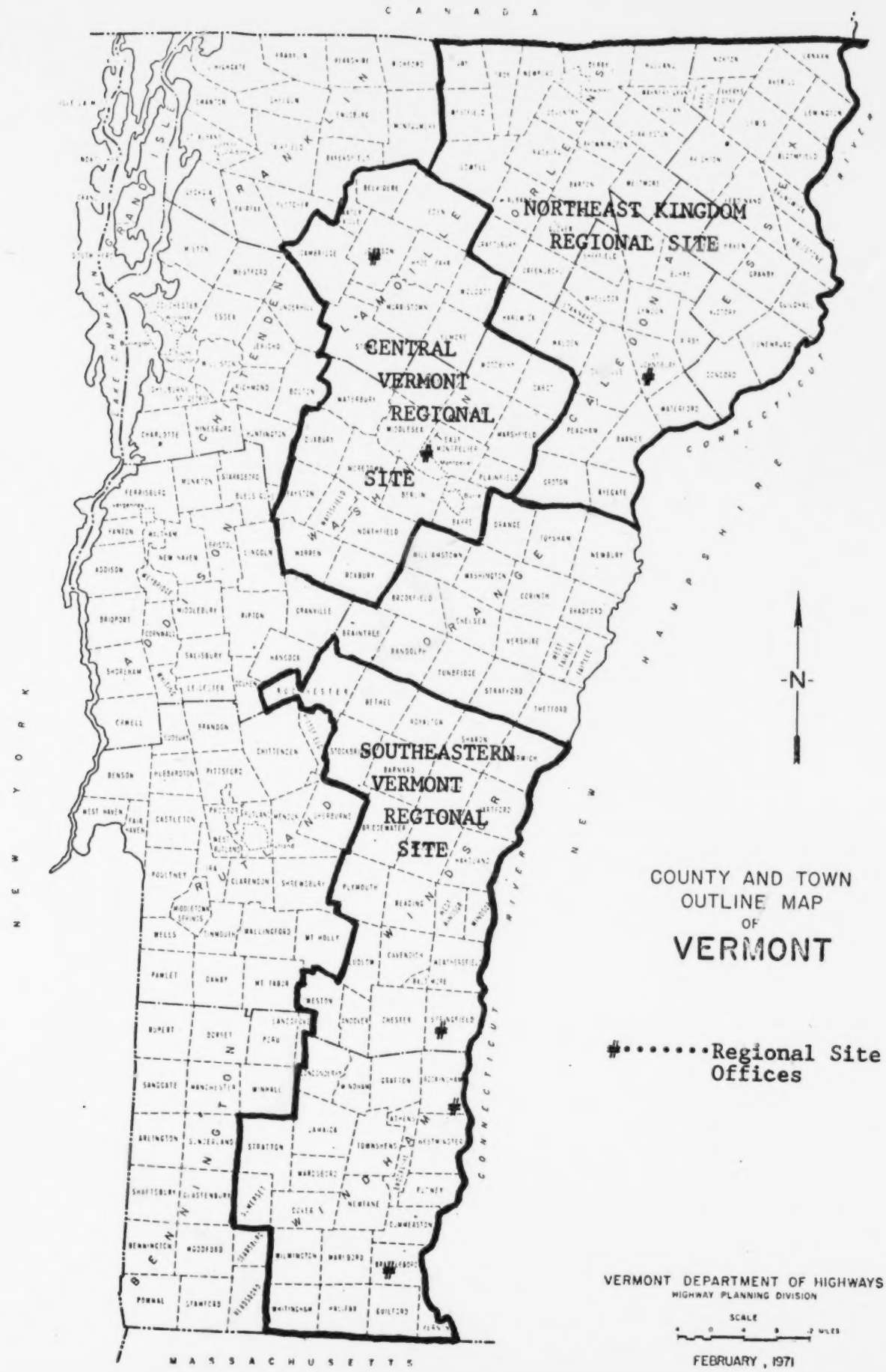
Summer Trimester, 1972

Course Title	# of Credits	Teacher	Students Completed
Rutland			
Survey and Presentation Techniques of Pre-School Literature	3	Charlotte Much Berea College; University of West Virginia; Teacher, Headstart	11
Alcoholism and the Alcoholic in the Community	3	Berna Seward Rutgers University; Director, Bennington-Rutland Opportunity Council Alcoholism Program Alan Buckland Vermont State Alcoholism Rehabilitation Board Bruce Carruth M.S.W., Center of Alcohol Studies, Rutgers University Jim Boudreaux M.S.W., Center of Alcohol Studies, Rutgers University Grif Bates M.D., Psychiatrist James Todd Leeds Univesity, School of Medicine; Aberdein University; M.D., Psychiatrist Fred Davis, Jr. Rutgers University; National Council on Alcoholism	in progress
Bennington			
Methods of Counseling Low-Income Families in Proper Health and Nutrition	(to be determined)	Margaret Fountain M.A., Sarah Lawrence University	1

Course Title	# of Credits	Teacher	Students Completed
Alcoholism Education	3	Larry Stevens Bennington-Rutland Opportunity Council Alcholism Program and others	3
General Office Skills	3	Josi Schneiderman Bennington College; Secretary, Bennington-Rutland Opportunity Council	2
Office Procedures and Practices	3	Henry Derby Pratt Institute of Technology; New York University; Extensive Business Experience, Business Teacher, St. Joseph the Provider College	3
Business Management I	3	Henry Derby Pratt Institute of Technology; New York University; Extensive Business Experience, Business Teacher, St. Joseph the Provider College	3

APPENDIX E

1971-1972 REGIONAL SITE LOCATIONS



COUNTY AND TOWN OUTLINE MAP OF

VERMONT

#.....Regional Site Offices

VERMONT DEPARTMENT OF HIGHWAYS
HIGHWAY PLANNING DIVISION

SCALE

FEBRUARY, 1971

1971-1972 REGIONAL SITE LOCATIONS

Central Vermont Regional Site

Washington County Site
Union 32 High School
Gallison Hill
Montpelier, Vermont 05602
229-0276

Lamoille County Site
Senators Hall
Johnson State College
Johnson, Vermont 05656
635-2356 ext. 369

Northeast Kingdom Regional Site

Back of Old Trade School
Box 423
St. Johnsbury, Vermont 05819
748-8154

Barton - Closed, June, 1972

Newport - Closed, June, 1972

Hardwick - Opened, July 1, 1972

Southeastern Vermont Regional Site

Springfield High School
Room X102
Springfield, Vermont 05156
885-5228

26 Westminster Street
Bellows Falls, Vermont 05101
463-3747

Windham Regional Planning Commission
139 Main Street
Brattleboro, Vermont 05301
254-9076

Windham - Closed, June, 1972

APPENDIX F

FINANCIAL EXHIBITS

Exhibit I

Vermont Regional Community College Commission, Inc.

Financial Statement

June 30, 1972

Unaudited

	$	$
Fund Balance		
7-1-71		10,456.
Assets		
Accounts Receivable	8,680.	
Prepaid Insurance	468.	
Petty Cash	10.	
Liabilities		
Accounts Payable		3,020.
Income		
Grant 1073		250,000.
Special Projects		60,295.
Expenses		
Grant 1073	250,991.	
Special Projects	56,047.	
Cash on Hand	7,575.	
Totals	323,771.	323,771.

Exhibit II

Vermont Regional Community College Commission, Inc.

Grant 1073

Statement of Expenses (Unaudited)

Year Ending June 30, 1972

	Budget 24 Mo.	Budget This Mo.	Actual This Mo.	Over (Under) Budget	Variance % of Budget	Budget 12 Mo.	Actual Cum. 12 Mo.	Over (Under) Budget	Variance % of Budget
	$	$	$	$	%	$	$	$	%
Expenses									
Personnel									
Salaries	379940.	15914.	22159.	6245.	38 %	201968.	184469.	(17499)	(8.6 %)
Fringe	37652.	1477.	2560.	1083.	73 %	19344.	20541.	1197.	5.1 %
Consultants	30000.	1250.	480.	(770)	(61.6 %)	15000.	15418.	418.	2.7 %
Total	447592.	18641.	25199.	6558.	35 %	236312.	220428.	(15884)	(6.7 %)
Non Personnel									
Travel	24000.	1000.	1431.	431.	43 %	12000.	10172.	(1828)	(15.0 %)
Space	7200.	300.	438.	138.	46 %	3600.	5567.	1967.	54.0 %
Consumables	2476.	103.	410.	307.	298 %	1236.	3677.	2441.	197.0 %
Equipment	10000.	417.	934.	517.	124 %	5000.	4158.	(842)	(16.8 %)
Other	5000.	208.	1565.	1357.	652 %	2500.	6989.	4489.	(179.0 %)
Total	48676.	2028.	4778.	2750.	135 %	24338.	30563.	6225.	25.0 %
Total Expenses	496268.	20669.	29977.	9308.	45 %	260650.	250991.	(9659)	(3.7 %)

Exhibit III

Vermont Regional Community College Commission, Inc.

Special Projects

Unaudited

Statement of Income and Expenses

Year Ending June 30, 1972

	Income	Expense	Balance 6-30-72
	$	$	$
Madbush Conference	876.	872.	4.
Drug Program	1,000.	926.	74.
Hancock Project	1,500.	2,536.	(1,036.)
Public Service Careers	6,262.	6,262.	-0-
RTO	21,222.	21,222.	-0-
Other	4,221.	2,603.	1,618.
New Careers	19,906.	18,450.	1,456.
Vista	1,328.	660.	668.
ABE	5,000.	3,538.	1,462.
WIN	562.	560.	2.
Totals	$61,877.	$57,629.	$4,248.

APPENDIX G

COST STUDY EXHIBITS

PETER P. SMITH
DIRECTOR
PHONE: 828-2401

P. O. BOX 81
MONTPELIER, VERMONT
05602

STATE OF VERMONT

VERMONT REGIONAL COMMUNITY COLLEGE COMMISSION

July 18, 1972

Tentative Research Design
VRCCC Cost-Benefit Analysis

This study, which will continue through June 1973 will culminate in the creation and presentation of a cost-benefit analysis of services provided by the Vermont Regional Community College Commission, Inc. (VRCCC). The analysis will include cost and benefit comparisons of the VRCCC educational services with those of other higher educational institutions within the state. It is anticipated that assumption reevaluation and justification may continue through-out much of the research. The research will proceed by collecting data and information both from published documents and from interviews with state and education personnel within Vermont. The purpose of this study is to provide decision-makers with the necessary information to evaluate VRCCC as an alternative form of higher education, and will minimally answer the following questions:

1. What is the definition of a unit of service?

2. Is our unit of service comparable to others and, if not, how can we adjust for comparison?

3. What are the costs of producing a unit of service in the VRCCC as compared with the costs of producing an equivalent unit of service by another State higher education institution?

4. Recognizing that additional costs will be incurred by servicing our "target population" (for counseling, etc.), what are these costs per unit of service?

5. What is the value of co-ordinated in-kind services that the VRCCC is able to acquire per unit of service as compared with the value of in-kind services acquired by other State higher education institutions?

6. Assuming various tuition policies, including the one recommended by the VRCCC, and estimating other sources of funds, what is the total cost and the cost per unit of service to the State?

7. What is the start-up cost for a VRCCC Regional Site operation to handle 500 - 1000 (min-max) students as compared to the start-up costs for a conventional fifth state college?

8. Recognizing potential economies and diseconomies of scale and related constraints, what is the most efficient (i.e. optimal) student population level for a VRCCC Regional Site operation?

9. Given the increasing population not serviced by existing educational facilities, (Note: Smallwood Report, Table 2.2, page II-5) what expansion costs will be incurred in the next ten years and how will this effect our tuition costs and the costs to the State?

10. Noting the projected peak in high school graduates, (Note: Smallwood Report, Table 2.2, page II-5), what are the shut down costs for sites with decreasing demands as compared to that of existing facilities?

11. What are VRCCC's costs which aren't involved in direct student contact (secretaries, administrative personnel, maintainance personnel, etc.) per student as compared to those of other institutions of higher education?

12. What in-kind services will continue to be available and what are their value?

13. What percentage of our students are projected to be pursuing a course of study in an A.A. degree program?

Exhibit A: Assumptions

1. Initial estimates will be based on students paying $50. tuition per course.

2. $20. of tuition will cover material costs.

3. Courses will average 10 students.

4. Teachers will be paid $225./course.

5. Site personnel consist of one coordinator, two assistant coordinators, a secretary, three new careerists, and one counselor or counselor aide for each 50 students in our target population.

6. The initial projection will be for the fiscal '74 year and a price index adjustment of 6% per year should be made on salaries and tuition for future years.

7. Demands will create enrollment at 90% capacity.

8. The audience of this analysis view the Smallwood report figures and projections as reasonable and acceptable.

9. Learning experiences are approximately 15 weeks, 1 meeting per week and 3 hours per meeting.

10. An associate degree will require 15 competencies or 60 credits. The exact number of credits to fulfill a competency varies but on the average is four.

Exhibit B: Interview Questions

Given the tentative research design:

1. What are the numbers, comparisons and projections you need and/or would like to have to judge the feasibility of further funding of the VRCCC?

2. What numbers, ideas or other information do you have which I could utilize in this study?

3. What questions do you need and/or want answered other than those in the tentative research design?

4. What questions in the tentative research design do you find unnecessary?

Exhibit C: Rules

1. Output must be stated in objective, quantifiable units.

2. Output in each category must be stated in the same units so that total output can be summed.

3. The measurement system must be appropriate for the various types of higher education (i.e. 4 years and 2 years and technical).

4. The measures should be credible.

5. Most figures will require a sensitivity analysis.

6. The relationships are dynamic and their change must be anticipated.

7. Our only legitimate output is service to students and is the only output we should measure.

Exhibit 1

Vermont Regional Community College Commission

Proposed Budget 1972-73 by Sites

to Support 1500 Students per Trimester

	Central Vermont $	Northeast Kingdom $	Southeast $	Central Office $	Budget Totals $
Salaries	67150	54010	67058	98200	286418
Fringe				37234	37234
Consultants	1000	490	1000	12510	15000
Travel	2000	5000	2500	5500	15000
Space & Conferences	800			9700*	10500*
Consummables	600	800	200	3400	5000
Equipment	1000		500	2500	4000
Phone	600	1200	500	5200	7500
Other	200	200	500	3500	4400
Contingency Fund				5000	5000
Totals	73350	61700	72258	182744	390052

Balance remaining in Grant 246200
Additional funds applied for 143852

* Includes $4500 for O.E.O. Conference

Exhibit 2

VRCCC Student - Course Cost Curve

CAP 7-20-72

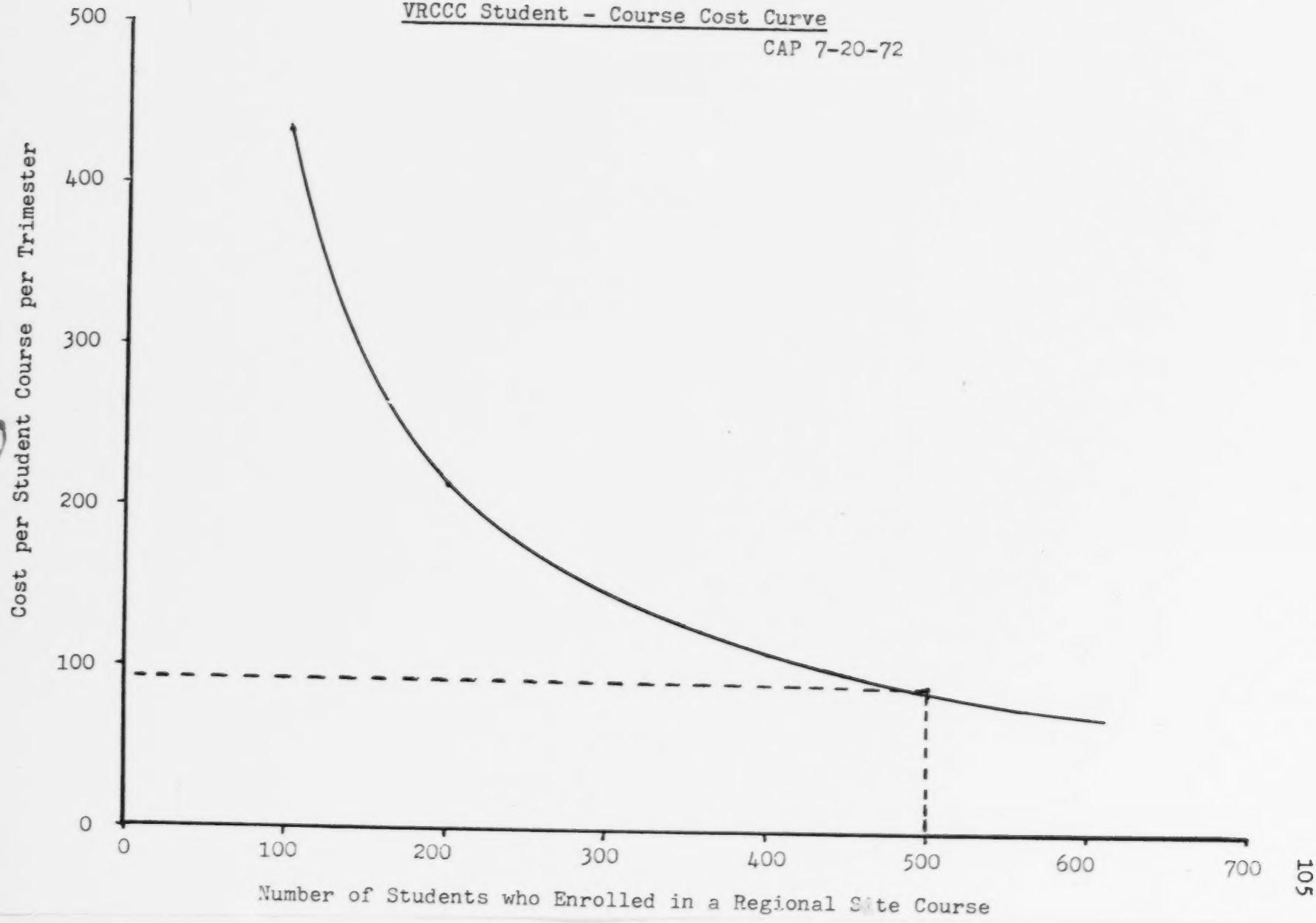


Exhibit 3 - VRCCC Projected Costs for '73-'74[1]

CAP 7-18-72

I. Expenses/Year	Grade	Per Site Each	#	Three Sites	#
A. Site Personnel					
Coordinators	6	$12720	1		3
Ass't Coordinators	5	10600	2		6
Councelors & Aids	4	8990	3		9
Secretaries	2	6360	1		3
Office Personnel	1	5724	2		6
Total		$78698		$236094	
B. Montpelier Personnel					
Director	7			$ 15900	1
Managers	6			12720	3
Registrar	4			8990	1
Administrative Ass't	4			8990	1
Office Manager	3			7950	1
PR Officer	3			7950	1
Secretaries	2			6360	2
Janitor	1			5724	1
Total				$106384	
C. Grand Total Salaries				$342478	
Fringe 15%				51372	
D. Grand Total Salaries and Fringe				$393850	
Other 18%				70893	
E. Total Cost Support				$464743	
F. Teacher's Salaries[2]				$101250	
G. Grand Total Cost				$565993	
H. Cost/Student/Course				$ 126	

[1] Salaries are midpoint grade scales for '72-'73 from exhibit 4, adjusted by 6% for a cost of living increase.

[2] Assumes 10 students per class and salary of $225 per teacher course.

VERMONT REGIONAL COMMUNITY COLLEGE COMMISSION, INC.

Preliminary Proposal for Pay Scales 1972-73

Pay Grade	Minimum Start	Time to Midpoint in Months	Midpoint	Maximum
	$		$	$
7	11,400	24	15,000	21,600
6	9,120	18	12,000	17,000
5	7,600	14	10,000	14,200
4	6,500	12	8,500	11,900
3	5,600	12	7,500	10,100
2	4,567	8	6,000	7,900
1	4,176	6	5,400	7,000

Pay Grade	#	Title	Actual Salary	Cost	#	Title	Salary	Cost
7	1	Director	12,000	12,000	1	Director	15,000	15,00
6	1	Manager	11,000	11,000	3	Managers	12,000	36,00
	1	Manager	10,000	10,000				
	1	Manager	9,500	9,500				
	2	Coordinators	9,500	19,000	3	Coordinators	10,500	31,50
	1	Coordinator	10,000	10,000	1	Staff Dev. Team Leader	9,000	9,00
	1	Master Counselor	11,000	11,000				
5	3⅖	Assistant Coordinators	8,500	31,500	3	Assistant Coordinators	8,500	25,50
	1	Assistant Coordinator	8,000	8,000	1	Assistant Coordinator	8,900	8,90
					1	Assistant Coordinator	9,000	9,00
4	½	Counselor	8,500	4,250	2	Counselors	8,500	17,00
	1	Counselor	8,200	8,200	1	Counselor	8,700	8,70
	1	Counselor	7,500	7,500	2	Counselors	7,500	15,00
	1	Registrar	8,500	8,500	1	Registrar	9,000	9,00
	1	Adm. Asst.	8,500	8,500	1	Adm. Asst.	8,500	8,50
	1	Counselor			1	Counselor	8,000	8,00
3	1	Office Mgr.	6,000	6,000	1	Office Mgr.	6,500	6,50
	1	Public Info. Person	6,200	6,200	1	Public Info. Person	6,200	6,20
	1	Counselor			1	Counselor	7,210	7,21
	1	Counselor	6,500	6,500	1	Counselor	6,500	6,50
2	2	Secretaries	6,000	12,000	1	Secretary	6,500	6,50
	1	Secretary	5,500	5,500	1	Secretary	5,500	5,50
	1½	Secretaries	5,000	7,500	2	Secretaries	5,000	10,00
	1	Counselor	5,200	5,200	2	Counselors	5,000	10,00
1					1	Clerk P.T.	2,250	2,25
	1	Janitor P.T.		650	1	Janitor P.T.	1,000	1,00
	1	New Careerist			1	New Careerist	2,423	2,42
	2	New Careerists	1,885	1,800	2	New Careerists 1st Year	1,885 1,800	3,68
	4	New Careerists	2,700	-0-	4	New Careerists 2nd Year	2,700	10,80
	2	New Careerists	3,375	-0-	2	New Careerists 2nd Year	3,375	6,75
Totals				210,300				286,41

APPENDIX H

LIST OF VRCCC DOCUMENTS AND REPORTS AVAILABLE ON REQUEST

1972 VRCCC Documents and Reports Available on Request

1. Annual Report, "Present and Future," 1971-1972.
2. Certificate and Associate Degree Structure, July, 1972. Description of VRCCC's learning system.
3. Educational, Economic, and Personal Background Data of VRCCC Spring, 1972 Trimester Students. Selected tables and charts of student statistics.
4. Guidelines for VRCCC Regional Site Planning, March 15, 1972. Guidelines describing the process of planning Regional Site objectives and operations.
5. Report of Community Colleges Conference Sponsered by VRCCC, August 21, 22, 1972. Attended by community colleges similar in mandate to the VRCCC. Available October, 1972.
6. Report of the Visiting Team, May 8-9, 1972. Sister Elizabeth Candon's evaluation team's evaluation of the VRCCC which was reported to the State Colleges Board.
7. VRCCC Cost-Benefit Analysis Reports. In progress. A study of VRCCC costs of services compared to cost of services of other State public colleges.
8. VRCCC Handbook for Course Planning and Evaluation, June 1972.
9. Synopsis of Regional Site Plans for FY/1973.